

# **BASA PILIPINAS TEACHER'S GUIDE GRADE I MOTHER TONGUE (ILOKANO) QUARTER 4**

**DECEMBER 2014**

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**MTB-MLE – Grade I Quarter 4****Teacher's Guide - Ilokano****First Edition, 2014**

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WEEK

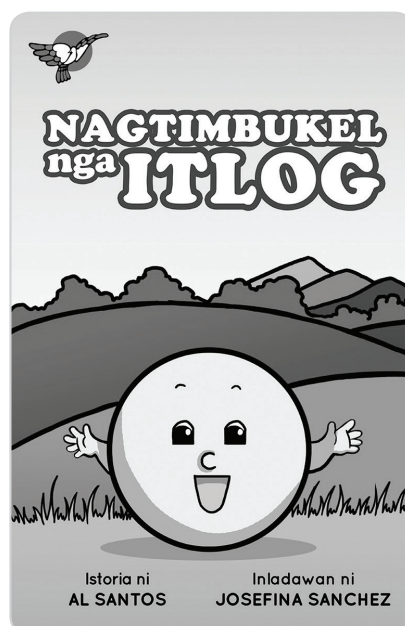
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## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: PANAGDAYAW KEN KINAIMBAG ITI SABALI A TATTAO  
(RESPECT AND KINDNESS FOR OTHERS)**

**READ ALOUD STORY: NAGTIMBUKEL NGA ITLOG  
(BILOG NA ITLOG)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 31 (50 MINUTES PER DAY)**

**Theme:** *Panagdayaw ken Kinaimbag iti Sabali a Tattao* (Respect and Kindness for Others)  
**Read Aloud Book:** *Nagtimbukel nga Itlog (Bilog na Itlog)*

| Day   | Domain     | Objectives   | Subject Matter   |
|-------|------------|--|--|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MTIOL-IIIa-i-9.1</b><br/>Tell/retell stories read or heard in the past</li> <li>• <b>MTIOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> <li>• <b>MTIOL-IVa-i-1.3</b><br/>Talk about familiar objects using descriptive words</li> </ul> | <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Using Descriptive Words</li> <li>• Sight Words</li> </ul>   |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | <b>G</b>   | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVa-d-2.4</b><br/>Identify describing words that refer to shapes in sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Nagtimbukel nga Itlog (Bilog na Itlog)</i><br/>Retold by: Al Santos;<br/>Illustrator: Josefina Sanchez</li> <li>• Describing Words/Adjectives</li> <li>• Noting Important Details</li> </ul> |
|       | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IIIa-i-2.1.1</b><br/>Give meanings of words through picture clues and context clues</li> </ul>  |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities   |
|---|--|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Storytelling</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to tell or retell stories they have heard or read in the past</li> </ul> <p>b. Sharing</p> <ul style="list-style-type: none"> <li>Teacher prompts pupils to talk about familiar topics such as family, friends, and school</li> </ul> <p>c. Reading of sight words and other grade level words</p> <ul style="list-style-type: none"> <li>Teacher drills pupils on reading sight words and grade level words</li> </ul>  | <p>I. Daily Routine can be any of the following:</p> <p>a. Storytelling</p> <ul style="list-style-type: none"> <li>Pupils tell or retell stories heard or read</li> </ul> <p>b. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about familiar topics such as family, friends, and school</li> </ul> <p>c. Reading of sight words and other grade level words</p> <ul style="list-style-type: none"> <li>Pupils read sight words and other grade level words correctly</li> </ul>   |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing: Objects and Shapes</li> </ul> <p>2. Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher unlocks unfamiliar words and expressions</li> <li>Teacher asks questions to stimulate pupils' interest about the story</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher reads the first part of the story to the pupils</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions about details in the story</li> </ul> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing: Objects and Shapes</li> </ul> <p>2. Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about words, phrases, or expressions that are unfamiliar</li> <li>Pupils talk about experiences related to the story. They talk about the cover of the story, and set a purpose for reading.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story. They talk about the important details in the story.</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension; <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge; <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |  |

| Day | Domain | Objectives  | Subject Matter   |
|-----|--------|---|--|
| 1   | LC     | <ul style="list-style-type: none"> <li>• <b>MTILC-IVa-b-1.2</b><br/>Note important details in grade level literary text listened to</li> </ul>  |  |
| 2   | S      | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Nagtimbukel nga Itlog (Bilog na Itlog)</i><br/>Retold by: Al Santos;<br/>Illustrator: Josefina Sanchez</li> <li>• Spelling Words</li> <li>• Story Retelling</li> <li>• Adjectives</li> </ul> |
|     | LC     | <ul style="list-style-type: none"> <li>• Retell a story listened to</li> <li>• <b>MTILC-IVh-i-10.1</b><br/>Respond to text listened to through illustrations and dramatization</li> </ul> |  |
|     | G      | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVa-d-2.4</b><br/>Identify describing words that refer to colors and shapes in sentences</li> </ul>                                     |  |
| 3   | G      | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVa-d-2.4</b><br/>Identify describing words that refer to feelings in sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• Story-telling</li> <li>• Adjectives: Feelings</li> <li>• Synonyms</li> <li>• Antonyms</li> </ul>  |
|     | V      | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IIIa-i-3.1</b><br/>Identify and use synonyms and antonyms correctly</li> </ul>   |  |
|     | PWR    | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> </ul>  |  |

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**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils answer given worksheet for homework</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher gives activity on spelling words from the story</li> </ul> <p>3. Retelling of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Teacher instructs pupils, in groups, to making puppets for characters in the story. Then, he or she asks them to act out the story using puppets.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to show their homework to a classmate</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils participate in the activity on spelling words</li> </ul> <p>3. Retelling of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Pupils make puppets for characters in the story. Then, pupils act out the events in the story using puppets.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils show their homework to a classmate and talk about it</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Retelling stories showing emotions of happiness, sadness, or fear</li> </ul> <p>2. Synonyms and Antonyms</p> <ul style="list-style-type: none"> <li>Teacher synonyms and antonyms of words that describe feelings</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Retelling stories showing emotions of happiness, sadness, or fear</li> </ul> <p>2. Synonyms and Antonyms</p> <ul style="list-style-type: none"> <li>Pupils participate actively in discussion of synonyms and antonyms. They make sentences from synonyms and antonyms.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils draw their favorite emotion and write situations when they feel these emotions</li> </ul>  |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension; **ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge; **S** – Spelling; **HW** – Handwriting

| Day | Domain     | Objectives  | Subject Matter  |
|-----|------------|---|---|
| 4   | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IVa-i-3.1</b><br/>Identify, give the meaning of, and use compound words in sentences</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> <li>• Compound Words</li> <li>• Bar Graphs</li> </ul>   |
|     | <b>SS</b>  | <ul style="list-style-type: none"> <li>• <b>MTISS-IVa-e-4.2</b><br/>Get information from a simple bar graph</li> </ul>  |   |
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>                             | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Nagtimbukel nga Itlog (Bilog na Itlog)</i><br/>Retold by: Al Santos;<br/>Illustrator: Josefina Sanchez</li> <li>• Spelling Words</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul> |   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-j-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>                                  |   |

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**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities  |
|---|---|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Compound Words</p> <ul style="list-style-type: none"> <li>Teacher introduces compound words</li> </ul> <p>3. Bar Graphs</p> <ul style="list-style-type: none"> <li>Teacher introduces a bar graph. He or she gives an activity on interpreting bar graphs.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Compound Words</p> <ul style="list-style-type: none"> <li>Pupils participate actively in the discussion on compound words. They form compound words from given words.</li> </ul> <p>3. Bar Graphs</p> <ul style="list-style-type: none"> <li>Pupils participate actively in the activity. Pupils talk about the information presented in the bar graph.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils review spelling words</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Shapes</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>Teacher gives spelling test</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story again. He or she asks pupils to participate in the reading of the story.</li> </ul> <p>4. Making a Character Profile</p> <ul style="list-style-type: none"> <li>Teacher discusses making a character profile through a graphic organizer as a class. He or she models the process.</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Shapes</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>Pupils correctly spell grade level words</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Pupils actively participate in the story reading. They volunteer to read parts of the story.</li> </ul> <p>4. Making a Character Profile</p> <ul style="list-style-type: none"> <li>Pupils participate actively in the activity</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils retell the Read Aloud Story to their family members</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension; <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge; <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

## ALDAW

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## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (2) **2. MTIGA-IVa-d-2.4** Identify describing words that refer to shape in sentences
- (3) **3. MTIVCD-IIIa-i-2.1.1** Give meanings of words through picture clues and context clues
- (4) **4. MTILC-IVa-b-1.2** Note important details in grade level literary text listened to



## MATERIALS

1. Copy of Read Aloud Story: *Nagtimbukel nga Itlog*
2. Vocabulary word written on flashcards
3. Picture of a circle

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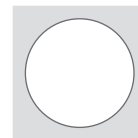
## INALDAW NGA ARAMIDEN:

## PANAGBIBINNINGLAY (ROUTINE: SHARING)

- Teacher shows pupils a picture of a white circle and asks them what they see.



**Teacher says:** *Ania ti makitayo iti ladawan?*  
(What do you see in the picture?)



- Once pupils have answered *nagtimbukel* (circle), teacher asks questions about the things they know that are round.



**Teacher says:** *Ania dagiti bambanag nga addaan iti nagtimbukel a sukog? Nagtimbukel kadi ti saba? Ti bulan? Ti tenedor?*  
(What things have a round shape? Does a banana have a round shape? How about a fork?)

- Teacher asks three volunteers to give examples of things that have a round shape. Teacher writes their answers on the board and asks pupils to discuss the object that has a round shape with a partner.



**Teacher says:** *Kaduayo ti klasmeytyo, mangpanunotkayo iti banag a nagtimbukel ti sukogna. Iladawan dayta a banag. Ania kadi ti maaramidanna? Sadino ti pakabirokantayo? Ania ti marisna?*

(With your classmate, think of a round object. Talk about how you will describe this object. What can this object do? Where can you find it? What color does it have?)

- After 5 minutes, teacher asks for three volunteer pupils to share to the class. Ask them to describe the object but not reveal it. Their classmates will what guess it is.



**Teacher says:** *Ita, ibinglayyo met kadagiti klasmeytyo ti banag a nagpatanganyo ken ti kaparebayo. Ngem iladawanyo nga umuna sa ipapugtoy kadagiti klasmeytyo.* (You are going to share with your classmates the object that you and your partner talked about. However, you will first describe it and then, ask your classmates to guess it.)



- Teacher then asks pupils to form a group with another pair and they take turns in guessing each other's objects.

NOTES

2

**PANAGIBASA ITI READ ALOUD: NAGTIMBUKEL NGA ITLOG (READING OF THE READ ALOUD STORY: BILOG NA ITLOG)**

**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)**

***Panangammo iti Dati nga Ammo Dagiti Ubbing***  
(Activating Prior Knowledge)

**Teacher says:** *Napagsasaritaantayo itattay dagiti bamanan a nagtimbukel ti sukogda. Adda kadi pay sabali a mapanunotyo a nagtimbukel ti sukogna?* (Earlier, we talked about things that have the shape of a circle. Are there other things you can think of that have a circular shape?)

- As pupils give their answers, write the answers on the board.
- Teacher shows a drawing of an egg or a real egg. To help pupils decide, show the egg beside the picture of the circle.

**Teacher says:** *Adda ipakitak kadakayo. Kitaenyo a nasayaat ket ibagayo no nagtimbukel. Ania daytoy? Nagtimbukel kadi ti sukogna?* (I have something to show you. Look at it and tell if it is a circle. What is this? Does this have the shape of a circle?)

**Teacher says:** *Adda kadin nakitayo nga itlog a nagtimbukel ti sukogna? ... Ti istoriatayo ita ket maipanggep iti itlog a nagtimbukel ti sukogna. Ngem sakbay a basaek, adda sumagmamano a balikas nga ibinglayko kadakayo.* (Have you seen an egg-shaped like a circle? .... Our story today is about an egg that has the shape of a circle. However, before I read, there are some words I want to share with you.)

***Panangammo iti Kayat a Sawen Dagiti Balikas***  
(Unlocking of Difficulties)

- Teacher uses pictures, context, or gestures to help pupils describe some of the difficult words in the story. Below are some suggested words.
  - *Daya* (East)
    - Teacher uses a yellow ball to demonstrate where the sun rises and sets. As the teacher asks questions, he or she demonstrates by moving from east to west in the classroom.

## NOTES



**Teacher says:** *Ubbing, nadlanyo kadi no sadino ti pagsingsingan ti init iti agsapa? Sadino ti panagkunayo? ... Dito? Idia?*

(Children, do you notice where the sun rises in the morning? Where do you think? ... Here? There?)

- Teacher leads pupils to giving the correct location, east, although they may not know the term. Demonstrate and have pupils face north. Let them raise their right hand and point to the right.



**Teacher says:** *Ita, sangsanguenyo ti Amianan. Ingatoyo ti kanawan nga imayo ket itudoyo ti Kanawan. Isu dayta ti Daya. Sumingsing ti init iti Daya tunggal agsapa.* (Now you are facing the north.

Raise your right hand and point to the Right. That is the East. The sun rises in the east every morning.)

- Teacher uses the ball to demonstrate the rising of the sun in the east. As she does this, she says: “*Sumingsing ti init iti daya.*” (The sun rises in the east.) Have the pupils repeat the sentence and do the action. Show the word “*daya*” written on flashcard.

– *Lawang* (outer space/universe)

- Teacher shows a picture of outer space. Ask pupils to describe it and if they know what it is called. They may give the term outer space or universe if this is more familiar to them. If so, give them the term in Mother Tongue.



Reference for picture of planet: <http://www.incredibleevents.com/Backdrops.html>

– *Nataengan* (mature)

- Teacher shows a picture of a young watermelon and a mature watermelon. Ask pupils questions to compare the two and determine which one is the young fruit and the mature watermelon.



References:

1. young watermelon - <http://elephantsandrutabagas.wordpress.com/2012/07/23/baby-watermelon-promises/>
2. mature watermelon - <http://hubpages.com/hub/How-to-Grow-Sugar-Baby-Watermelons>

NOTES

**Teacher says:** *Ania daytoy a prutas? Pagkomparaen dagiti dua a prutas. Ania ti makunayo? . . . Ania kadagitoy ti naata a sandia? Ania kadagitoy ti nataengan a sandia? Kasano a maibagayo no naata wenno nataengan ti sandia iti ladawan?* (What is this fruit? Compare the two fruits. What can you say? . . . Which one is the young watermelon? Which one is the mature watermelon? How can you tell that the watermelon in the picture is young or mature?)



- Teacher shows the word “nataengan” written on a flashcard. Have pupils read the word.

**Teacher says:** *Daytoy ket sandia* (pointing to the picture of the mature watermelon) *Nataengan daytoy a sandia. Dumakkel ti sandia no nataenganen. Ania ti kayat a sawen ti balikas a “nataengan”?* (This watermelon is mature already. The watermelon gets bigger when it matures. What does the word “nataengan” mean?)



- Teacher lets pupils read the vocabulary words written on flash cards. Teacher asks pupils to pay attention to these words during the reading of the story.

**Panagbugto ken Panangisagana iti Panggep ti Ibasa nga Istorya (Prediction and Setting a Purpose for Reading)**

- Teacher shows cover of the book and asks pupils questions to talk about it.

**Teacher says:** *Kitaenyo ti akkub ti libro. Ania ti makitayo? Asino wenno ania ti kangrunaan nga agbibigay iti istorya? . . . Ania ti paulo ti istorya? Asino ti autor? Asino ti nangiladawan wenno ilustrador?* (Look at the cover of the book. What do you see? Who is the main character in the story? . . . What is the title of the story? Who is the writer? Who is the illustrator?)



- Teacher lets volunteer pupils read the title and give the names of the author and illustrator. Teacher explains to pupils that the story is written by someone who may have heard or read the story before.

**Teacher says:** *Maipanggep iti ania ti istorya? Ania ti kayatyo a maammuan maipanggep iti istorya? . . . Ania ti naidumduma iti itlog iti istoriatayo? Ania iti panagkunayo ti marikrikna ti itlog ta nagtimbukel ti sukogna?* (What is the story about? What do you want to know about the story? . . . What makes the egg in our story unique? How do you think does the egg feel about having a round shape?)



**DAGITI ARAMIDEN BAYAT TI PANAGIBASA (DURING READING ACTIVITIES)**

- Teacher reads the story pausing at different pages to check pupils’ comprehension and focus on some significant parts of the story.

## NOTES

Here are some suggested pages.

**After reading pp. 4 – 5:** *Apay a naliday ni Nagtimbukel? Ania ti ar-aramiden dagiti kaay-ayamna? . . . Kitaenyo ti ladawan wenno retrato. Apay a sutsutilen dagiti gagayyemna ni Nagtimbukel?*

(Why is *Nagtimbukel* sad? What are his playmates doing? ...

Look at the picture. Why are his friends teasing *Nagtimbukel*?)

**After reading pp. 8 – 9:** *Ania ti inaramid ni Nagtimbukel? Apay? Iti panagkunayo, sadino ti papanan ni Nagtimbukel?*

(What does *Nagtimbukel* do? Why?

Where do you think does *Nagtimbukel* go?)

**After reading pp. 14 – 15:** *Apay a naragsak ni Nagtimbukel?*

(Why is *Nagtimbukel* happy?)

**After reading pp. 28 – 29:** *Apay a naragsak ni Nagtimbukel iti panagawidna? Ania ti pinampanunot ni Nagtimbukel? Iti panagkunayo, naliday latta ni Nagtimbukel gapu iti sukeogna?*

(Why is *Nagtimbukel* happy on his way home?

What does *Nagtimbukel* think about?

Do you think *Nagtimbukel* will still be sad because of his shape?)

#### **DAGITI ARAMIDEN KALPASAN TI PANAGIBASA (AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story.

Below are some examples:

*Ania ti parikut ni Nagtimbukel?* (What is *Nagtimbukel*'s problem?)

*Apay a kanayon a sutsutilenda ni Nagtimbukel? Ania ti madina no nagtimbukel ni Nagtimbukel?* (Why is *Nagtimbukel* teased?

What is wrong with *Nagtimbukel* being round?)

*No ngata sika ni Nagtimbukel, ania ti mariknam?*

(If you were *Nagtimbukel*, what would you feel?)

*Ania dagiti bambanag a nakaikomparaan ni Nagtimbukel?*

(To which objects is *Nagtimbukel* compared?)

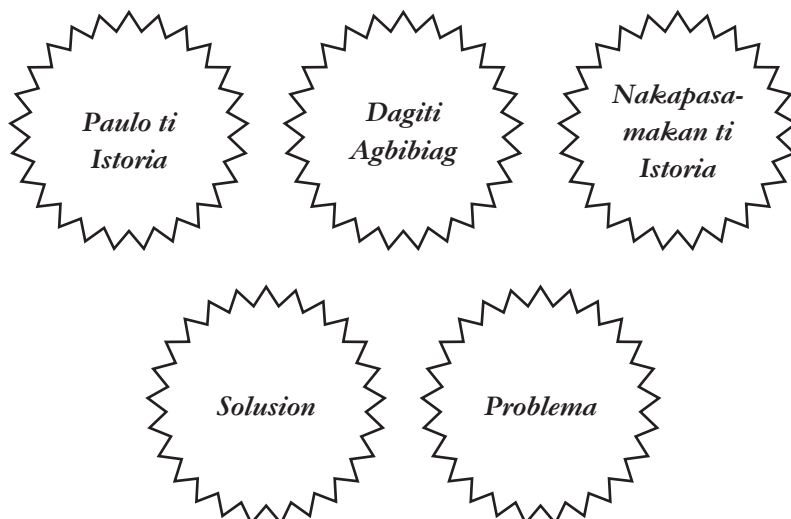
*Asino ti nasabat ni Nagtimbukel?* (Who does *Nagtimbukel* meet?)

*Ania ti imbagada kenkuana? Nakatulong kadi daytoy ken ni Nagtimbukel?* (What do they say to him?

Does this help *Nagtimbukel*?)

- Teacher asks pupils to identify the details in the story.  
Teacher can use a story map for this. He or she lets pupils identify the characters, setting, events, problem, and solution. These elements are written on flash cards. Teacher lets volunteer pupils answer and write their answers on the board.

NOTES



3

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Sungbatan ti worksheet.* (Answer the worksheet.)

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

1. Isurat ti paulo ti libro.

\_\_\_\_\_

2. Idrowing dagiti bambanag a nasabat ni Nagtimbukel bayat ti panagtultulatidna?

3. Ania ti problema ni Nagtimbukel?

\_\_\_\_\_

4. Nasolbar kadi ti problema ni Nagtimbukel? Ania ti napasamak?

\_\_\_\_\_

## ALDAW

2

## OBJECTIVES

- (1) **MTIPWR-IVa-i-6.2** Spell correctly Grade I level words consisting of letters already learned
- (2) Retell a story listened to
- (3) **MTILC-IVh-i-10.1** Respond to text listened through illustrations and dramatization
- (4) **MTIGA-IVa-d-2.4** Identify describing words that refer to color and shape in sentences



## MATERIALS

1. Copy of Read Aloud Story: *Nagtimbukel nga Itlog*
2. Stick puppets of characters from story
3. Sight words and grade level words
4. Syllables for spelling words

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN PARA ITI GRADO I**
**(ROUTINE: SIGHT AND GRADE LEVEL WORDS)**


**Teacher says:** *Ubbing, adda sumagmamano a balikas a kayatko a basaenyo. Mabalin a nabasayon ti sumagmamano kadagitoy. Sumagmamano met ket naggapu iti libro a binasatayo idi kalman.*

(Children, there are some words that I want you to read.

You may have read some of these words before.

Some of them are from the book we read yesterday.)

- Teacher drills pupils on sight words previously read. He or she adds additional words from the book read. Teacher asks pupils to read these words and use them in sentences.

|                    |                |                 |              |               |
|--------------------|----------------|-----------------|--------------|---------------|
| <i>nagtimbukel</i> | <i>itlog</i>   | <i>kuntirad</i> | <i>pilid</i> | <i>aldaw</i>  |
| <i>pukaw</i>       | <i>planeta</i> | <i>Daya</i>     | <i>kabus</i> | <i>sandia</i> |

2

**DAGITI BALIKAS A MAISPELING (SPELLING WORDS)**


**Teacher says:** *Ita, padasentayo nga ispelingen dagiti balikas a nabasayo iti libro. Adda sumagmamano a silaba ditoy. Pagtiponen dagiti silaba tapno mabukel dagiti balikas a nasursurotayo itattay a binasa. Isurat dagitoy iti notbukyo.* (Now, we will try to spell the words that you read from the book. I have some syllables. Join the syllables to form the words that we learned to read earlier. Write these in your notebooks.)

- Teacher prepares flashcards with syllables that will form the spelling words. Post the syllables on the board.

Example:

|            |           |            |           |            |            |
|------------|-----------|------------|-----------|------------|------------|
| <i>kel</i> | <i>it</i> | <i>nag</i> | <i>bu</i> | <i>tim</i> | <i>log</i> |
|------------|-----------|------------|-----------|------------|------------|

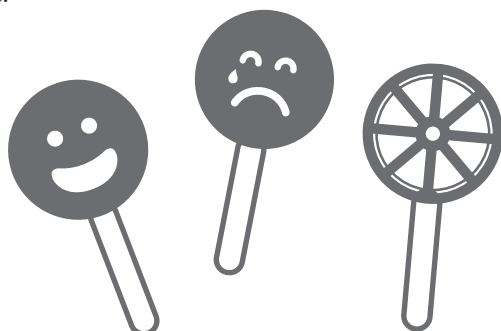
## 3

**PANANGISTORIA ITI NABASA A LIBRO:  
NAGTIMBUKEL NGA ITLOG (RETELLING OF THE  
READ ALOUD STORY: BILOG NA ITLOG)**

## NOTES

- Teacher divides the class into groups. Each group is assigned parts or pages of the book to act out or role play using stick puppets.
- Teacher prepares stick puppets and gives a set to each group depending on their assigned parts of the story. Teacher also gives strips of papers with their parts from the book written on it. When they present, ask pupils to read the dialogue.

Example:



## References:

1. Happy Smiling Emoticon Face With Open Mouth. Attribute as Freepik from Flaticon.com
2. Teardrop Falling On Sad Emoticon Face. Attribute as Freepik from Flaticon.com
3. Vehicle Wheel. Attribute as Freepik from Flaticon.com

**Group 1: Pages 4 – 7** – *Paset a sutsutilen dagiti gagayyemna ni Nagtimbukel ken ti panangilawlawag ni nanangna no apay a nagtimbukel isuna.* (Part where *Nagtimbukel* is teased by his friends and his mother explaining why he is round.)  
Puppets needed: sad circle, hen, other eggs

**Group 2: Pages 8 – 9** – *Paset nga inkeddeng ni Nagtimbukel ti pumanaw.*  
(Part where *Nagtimbukel* decided to leave)  
Puppet needed: sad circle

**Group 3: Pages 10 – 13** – *Paset a kinasarita ni Nagtimbukel ti init.*  
(Part where *Nagtimbukel* talked to the sun)  
Puppets needed: sad circle and sun

**Group 4: Pages 14 – 17** – *Paset a naamiris ni Nagtimbukel a ti init, nagtimbukel met ti sukogna.* (Part where *Nagtimbukel* realized that the sun also has a round shape)  
Puppets needed: happy circle and sun

**Group 5: Pages 18 – 21** – *Paset a nasabat ni Nagtimbukel dagiti sandia.* (Part where *Nagtimbukel* met the watermelons)  
Puppets needed: sad circle, happy circle, and watermelon

**Group 6: Pages 22 – 25** – *Paset a nasabat ni Nagtimbukel ti pilid.*  
(Part where *Nagtimbukel* met the wheel)  
Puppets needed: sad circle, happy circle, and tire



## NOTES

**Group 7: Pages 26 – 27** – *Paset a rumabiin ket agpampanunot pay laeng ni Nagtimbukel.*

(Part where night is coming and *Nagtimbukel* is thinking)

Puppets needed: sad circle, and moon

**Group 8: Pages 28 – 29** – *Paset nga agawiden ni Nagtimbukel.*

(Part where *Nagtimbukel* goes back home)

Puppets needed: happy circle, moon, eggs, and hen

- After 10 minutes of practice, teacher asks pupils to present to the class.
- Teacher then asks pupils to talk about their favorite part of the story in pairs and why they like it.



**Teacher says:** *Ania ti magusgustuanyo a paset ti istoria? Apay?*  
(What is your favorite part of the story? Why?)

- After pupils share in pairs for 10 minutes, ask volunteer pupils to share to the class.

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher asks pupils to show and read their homework to their seatmates. After 10 minutes of sharing, collect the pupils' homework.



# OBJECTIVES

- (1) **MTIGA-IVa-d-2.4** Identify describing words that refer to feelings in sentences
- (2) **MTIVCD-IIIa-i-3.1** Identify and use synonyms and antonyms correctly
- (3) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly

# ALDAW

3

## INALDAW NGGA ARAMIDEN: PANAGBIBINNINGLAY (ROUTINE: SHARING)

**Teacher says:** *Ubbing, iti istoria a “Nagtimbukel nga Itlog,” ania ti narikna ni Nagtimbukel? . . . Idi sinutil dagiti kaay-ayamna, ania ti nariknana? . . . Idi naamirisa a nagtimbukel met ti init, ania ti nariknana?* (Children, in the story, *Bilog na Itlog*, what emotions do *Nagtimbukel* feel? . . . When he is teased by his playmates, how does he feel? . . . When he sees that the sun is also round, how does he feel?)

- Teacher can use the puppets with sad and happy faces used the previous day. Then, below it write the appropriate emotions – “*naragsak*” (happy) and “*naliday*” (sad).
- Teacher asks pupils if they know of any other feelings.

**Teacher says:** *Ania pay dagiti dadduma a balikas a mangipakita iti rikna wenno emosion? . . . No iti rabii ket adda kellaat nga agpukkam, ania ti mariknayo? No adda kabusor wenno karurodyo, ania ti mariknayo?* (What other words show feelings? . . . If at night someone suddenly shouts, how would you feel? . . . If you have an enemy, how would you feel?)

- As pupils answer, teacher posts the feelings written on flash cards on the board. He or she lets the pupils read the words.

**Teacher says:** *Ania ti aramiden dagitoy a balikas? . . . Adda kadi iladladawanda? Ania ti iladladawanda? . . . Malagipyo pay kadi no ania ti awag kadagiti pagiladawan a balikas?* (What do these words do? . . . Do they describe something? What do they describe? . . . Do you still remember what describing words are called?)

- Teacher informs pupils that the words describing feelings are called adjectives or *Balikas a Pagiladawan*.

**Teacher says:** *Adda kadi dagiti kapadasanyo a nangted ragsak, liday, wenno buteng? Ibinglayyo iti kaabayyo.* (Do you have any experience that gave you happiness, sadness, anger, or fear? Talk to the person beside you.)

- After 10 minutes, ask for volunteer pupils to share to the class.

# MATERIALS

1. Puppets of characters in the story
2. Flash cards with words showing emotions

## NOTES

## 2

KAPADA KEN KASUPADI  
(SYNONYMS AND ANTONYMS)

**Teacher says:** *Itattay, nasursuroyo dagiti balikas a pagiladawan a mangipakita kadagiti rikna wenno emosion. Kitaenyo dagiti balikas iti pisarra. Ania kadagitoy a balikas ti addaan iti agpada a kaipapanan wenno kayat a sawen?* (Earlier, you learned about adjectives that show feelings. Look at the words on the blackboard. Which words have similar meanings?)

Example:

|                    |                  |                 |                  |
|--------------------|------------------|-----------------|------------------|
| <i>nalaing</i>     | <i>narugit</i>   | <i>naurnos</i>  | <i>nagubsang</i> |
| <i>nadalimanek</i> | <i>nakersang</i> | <i>namureng</i> | <i>nasirib</i>   |



**Teacher says:** *Malagipyo kadi pay ti awagna dagiti balikas nga agpada ti kayatna a sawen?* (Do you still remember how you call words with the same meaning?)

*Adda met dagiti balikas a kasupadi. Kas pagarigan ti balikas a “naragsak”, ania ti balikas a kasupadina?* (There are also words that are opposites. For example, the word “naragsak”, what is its opposite?)

- Teacher asks pupils to match opposite words or *kasupadi*.

Example:

|                 |                  |                  |               |
|-----------------|------------------|------------------|---------------|
| <i>napintas</i> | <i>narugit</i>   | <i>nakersang</i> | <i>nalaad</i> |
| <i>nadalus</i>  | <i>nalamuyot</i> |                  |               |

- Teacher asks pupils to show on their faces the emotions written on flash cards. Let them tell instances or situations that make them happy, sad, angry, and calm.
- Teacher gives an additional activity on synonyms and antonyms. The following are examples:
  - A game asking pupils to identify if words are synonyms or antonyms
  - Teacher gives pupils flash cards with words. Then, ask pupils to find other pupil that has a word synonymous to the word they have.

NOTES

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

1. Timbukelan ti balikas a pagiladawan iti kada patang.

- Naragsak ni manang ta adda baro a badona.
- Napardas ti taray ti kotse.
- Nabannog ni Nagtimbukel a nagtultulad.
- Nagpasiasar isuna iti adayo a purok.

2. Pagparisen dagiti Kapada

|          |         |         |          |            |         |
|----------|---------|---------|----------|------------|---------|
| naragsak | maaliaw | naliday | mabuteng | naleddaang | narag-o |
|----------|---------|---------|----------|------------|---------|

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Pagparisen dagiti Kasupadi

|         |         |      |          |      |           |
|---------|---------|------|----------|------|-----------|
| napudot | napudno | ayat | nalamiis | gura | salawasaw |
|---------|---------|------|----------|------|-----------|

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3

PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)

- Teacher gives homework.

**Homework:** Idrawing ti magusgustuanyo a rikna wenno emosion.

Isurat dagiti pasamak a mangipaay iti kasta a rikna. (Draw your favorite feeling. Write the situation that gives you that feeling.)

## ALDAW

4

## OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIVCD-IVa-i-3.1** Identify, give the meaning of, and use compound words in sentences
- (3) **MTISS-IVa-e-4.2** Get information from a simple bar graph

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI  
BALIKAS A KANAYON A MAAR-ARAMAT KEN PARA  
ITI GRADO I**
**MATERIALS**

1. Describing words written on flash cards
2. Puzzles with words forming compound words
3. Sample bar graph

**(ROUTINE: READING SIGHT WORDS  
AND GRADE LEVEL WORDS)**

- Teacher asks pupils to show their homework to their partners and talk about it. After paired sharing, ask for volunteer pupils to share to the class. Write the emotions or feelings pupils drew on the board. Let the pupils read the words.



**Teacher says:** *Ubbing, malagipyo kadi dagiti balikas a nabasayo idi napalabas nga aldaw? Ita, basaenyo manen.* (Children, do you remember the words that you read before? You are going to read them again today.)

- Teacher lets pupils read the sight words and spelling words that were read on Day 2. Teacher also adds additional words that describe feelings which were previously discussed.

Example:

|                 |  |  |  |
|-----------------|--|--|--|
| <i>naragsak</i> |  |  |  |
|-----------------|--|--|--|

2

**TAMBALANG SALITA (COMPOUND WORDS)**

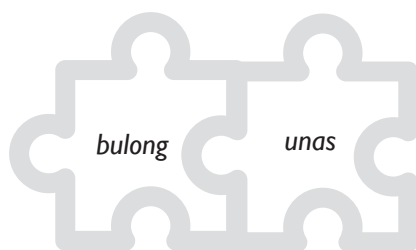

**Teacher says:** *Ita, aggrupokayo ta adda ipasolbarko kadakayo a puzzle. Tunggal grupo, masapul nga adda liderna. Mangsolbarkayo iti puzzle a saan unay a natagari. Apaman a malpaskayo, agpalakpak iti mamitlo sa agtugan.* (Now, you will group yourselves and I will have a puzzle for you to solve. Each group will have a leader. You will solve a puzzle without making too much noise. Once you are done, clap three times and sit down.)

## NOTES

**Group Work Tip for Teachers:** Try to have a maximum of five pupils per group for group activities. Depending on the level of task, sometimes a smaller group is better to ensure participation of all members. Be sure that each pupil has a chance to become a leader; thus, rotate leader roles in group activities. Monitor participation of all members during the activity.

- Teacher divides the class into groups. Each group receives a puzzle which when put together will form a word. Have pupils accomplish the task in three minutes.

Example:



References:  
1. Two Pieces Of A Puzzle by Freepik from Flaticon

- Here are some compound words:

*bulong-unas* – maysa a klase ti ikan iti baybay

*uong-garami* – uong a maala iti kagaramian

*ipus-tigre* – maysa a klase ti masetas

*surat-ima* – surat babaen ti ima

*danum-baybay* – danum iti baybay

*ballasin-taaw* – abrod wenno ganggannaet a pagilian

*siled-pagadalan* – klasrum

- Teacher can add more words to the list.
- Teacher asks each group to paste their puzzles on the board. Then, he or she lets the pupils read the whole word. After, he or she separates the two words and let the pupils read the words.

**Teacher says:** *No pagsinaentayo ti “bulong-unas”, ania dagiti adda a balikas? Husto, “bulong” ken “unas”. Ania ti kayat a sawen ti “bulong-unas”? Maysa kadi a klase ti ikan? (If we break the word “bulong-unas”, what words do we have? Correct, “bulong” and “unas”. What is the meaning of “bulong-unas”? Is it a kind of [plant]? Or a kind of [fish]?)*

- Teacher shows a picture of “bulong-unas”.  
“Bulong-unas” is a kind of fish that can be found in the sea.

**Teacher says:** *Ti Nagparis a Balikas ket dua a balikas a napagtipon.*



## NOTES

- Teacher shows illustrations of the compound words and posts them in the classroom walls. Have pupils match the compound words with the pictures. Give them clues to get the correct answer.

Examples:



## References:

1. ipus-tigre

[http://www.google.com.ph/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/a/a8/Starr\\_070906-9017\\_Sansevieria\\_trifasciata.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Starr\\_070906-9017\\_Sansevieria\\_trifasciata.jpg&h=259&w=194&tbnid=ZBkZA76F6SVRM:&zoom=1&tbnh=186&tbnw=139&usq=\\_\\_NYobYH6bcIPHCwC221vPyMw-Os8=&docid=IIRC0SQgBeC25M&itg=1&ved=0CioBEMo3&ei=dkl3Vl-ellyUuAThYG4DA](http://www.google.com.ph/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/a/a8/Starr_070906-9017_Sansevieria_trifasciata.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:Starr_070906-9017_Sansevieria_trifasciata.jpg&h=259&w=194&tbnid=ZBkZA76F6SVRM:&zoom=1&tbnh=186&tbnw=139&usq=__NYobYH6bcIPHCwC221vPyMw-Os8=&docid=IIRC0SQgBeC25M&itg=1&ved=0CioBEMo3&ei=dkl3Vl-ellyUuAThYG4DA)

2. bulong-unas

<http://fishandfish.asia/wp-content/uploads/2012/10/Ribbon-Fish3620.jpg>



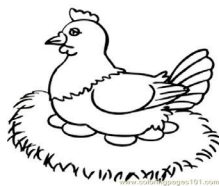
**Teacher says:** *Pakakitaanyo iti daytoy? Ania ti usarna daytoy?*  
(Where can you find this? What can we do with it?)

- Teacher asks similar questions to pupils for the rest of the compound words.
- Teacher asks pupils to make sentences from the compound words. Teacher can let pupils make sentences and she writes the sentences on the board.

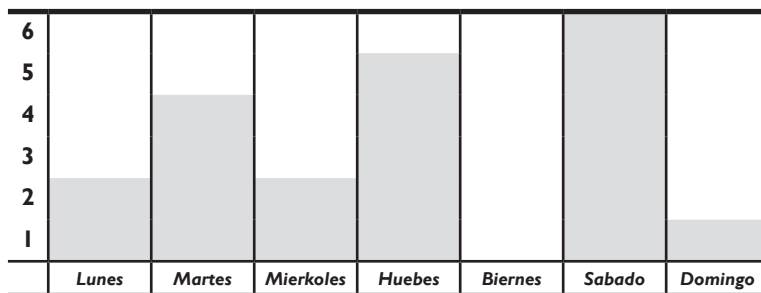
## 3

## BAR GRAPH

- Preparation: Before the class starts, teacher prepares a blown-up bar graph on the classroom wall or board. It shows the number of eggs laid by a hen each day. Below is an example.



*Dagiti Itlog ti Manok*



NOTES

**Teacher says:** *Malagipyo pay ti istoria a “Nagtimbukel nga Itlog”?*  
*Asino ni Nagtimbukel iti istoria? Ania ti nanangna? Adda kadi*  
*kakabsatna? . . . Adda kadi met tarakenyo nga upa idia balayyo?*  
*Nakakitakayon iti itlog ti tarakenyo nga upa? Adu kadi ti mayit-itlog ti*  
*upayo? (Do you remember the story, “Nagtimbukel nga Itlog”?*  
 Who is *Nagtimbukel* in the story? What is its mother? Does it have  
 siblings? . . . Do you have a hen at home? Have you seen an egg of  
 your hen? Does your hen have many eggs or few eggs?)

- Teacher directs the pupils’ attention to the bar graph on the wall. He or she asks them if they saw something like this or if this is a familiar illustration to them. He or she leads the pupils to remember about the lesson on pictographs in Quarter 3.

**Teacher says:** *Malagipyo pay kadi ti leksion maipanggep iti pictograph*  
*a nagsasaritaantayo iti napalabas a quarter wenno panaggagrado? Ania*  
*ti makitayo iti pictograph? . . . Kitaenyo ti adda iti diding ita. Adda kadi*  
*pagpadaanda ken ti pictograph? Ania dagitoy? (Do you still remember the*  
 lesson on pictograph that we talked about last quarter? What do you  
 see in a pictograph? . . . Look at what is on the wall now. Does it have  
 similarities to a pictograph? What are these?)

- Teacher draws pupils’ attention to the different parts of the bar graph. He or she asks pupils questions to help them understand what a bar graph is.

Examples:

*Basaen ti akinngato. Ania paulo ti ladawan?*

(Read the top. What is the title of the picture?)

*Ania makitayo iti akimbaba? Basaen dagiti balikas.*

*Ania dagitoy a balikas?*

(What do you see at the bottom? Read the words.

What are these words?)

[Teacher points to the numbers on the side.]

*Ania ti kaipapanan dagiti numero iti igid?*

(What do these numbers on the side mean?)

[Teacher points to the bar for Monday.]

*Kitaen ti Lunes. Pagpatinggaan a numero ti nakoloran a bar?*

*Ania ti kayatna a sawen?(Look at Monday. Until what number is the*  
 bar colored? What does this mean?)

*Ania ti maalatayo iti bar graph wenno ania ti pakausaranna?*

(What do we get from a bar graph or what is its use?)

**Teacher says:** *Ti bar graph, mangited iti impormasion tapno*  
*mapagkokompara ti bilang dagiti bambanag. Ti kaadu wenno bilang wenno*  
*numero, maibaga babaen ti kangato wenno katayag ti kolor ti bar.*

(A bar graph gives data or information to compare the number of  
 objects. The quantity or number is presented by the height of the  
 color of the bar.)

## NOTES

- Teacher asks students more questions about the information presented in the bar graph.

*Dagiti Aramiden (Activity):*

**Pagibasaran tibar graph,  
isurat ti sungbat kadagiti blanko a linia.**

1. *Mano ti itlog ti manok iti Huebes?*

\_\_\_\_\_

2. *Iti ania nga aldaw nga agpada ti inyitlog ti manok?*

\_\_\_\_\_

3. *Iti ania nga aldaw a kaaduan ti nayitlog ti manok?*

\_\_\_\_\_

4. *Ania nga aldaw nga awan itlog ti manok?*

\_\_\_\_\_

5. *Mano ti inyitlog ti manok iti Domingo?*

\_\_\_\_\_

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- As homework, teacher reminds pupils to review spelling words.

## ALDAW

## 5

## OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIPWR-IVa-i-6.2** Spell correctly Grade 1 level words consisting of letters already learned
- (3) **MTIC-IVa-i-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (4) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

1. Cut-out shapes
2. Names of shapes on flash cards
3. Picture of characters from the RA story

## I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher shows the descriptive words referring to feelings and the word “*Nagtimbukel*” previously discussed. Let the pupils read the words.



## NOTES

- Teacher asks question leading pupils to differentiate words that describe feelings and words that describe shape of things.

**Teacher says:** *Manipud iti grupo dagiti balikas, ania ti naisabsabali a balikas? . . . Ania ti iladladawan dagiti balikas a “naragsak”, “naliday” ken “mabuteng”? . . . Ania ti iladladawan ti balikas a “nagtimbukel”?*

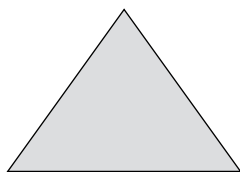
(From the group of words, which word is different? . . . What do the words “happy”, “sad” and “afraid” describe? . . . What does the word round describe?)

**Teacher says:** *Adalentayo ti dadduma a balikas a mangiladawan kadagiti sukog dagiti bambanag. Adda sumagmamano a sukog nga ipakitak kadakayo. Mangpanunotkayo kadagiti bambanag a kapadpada ti sukogda ken dagito. (We will learn about other words that describe shapes of things. I have some shapes that I will show to you. Think of things that have the same shapes as these.)*

- Teacher shows the shapes and asks pupils if they know the names of these shapes. He or she accepts English or Filipino answers, if given; then, introduce the Ilokano terms.



**kuadrado**



**trayanggulo**



**rektanggulo**

- After 3 minutes, teacher asks pupils to talk in pairs about the objects that they thought about. After another 3 minutes, He or she asks for volunteer pupils to share to the class letting them use the following sentence frame to start the sharing:

*Ti \_\_\_\_\_ ket \_\_\_\_\_  
(kuadrado, trayanggulo wenno rektanggulo).*

[Let the pupils talk about the object. What is it for?

Where can it be found?]

## 2

### PANANGAMMO NO ANIA TI NASURSURO ITI ISPELING (SPELLING TEST)

- Teacher gives spelling test to pupils.
- Teacher lets pupils exchange and check each other work except for exercise III. He or she collects the pupil's test and validate their answers and scores.

## NOTES

## NOTE

Add three more words that they can spell using the jumbled letters and having pictures as clues.

**Panangammo no Ania ti Nasursuro iti lspeling**

I. Diktasyon. Ipasurat kadagiti ubbing dagiti lima a Balikas a Maispeling a nausar.

II. Pagsisinnukaten ti puesto dagiti letra tapno mabukel ti husto a balikas. (Scramble the letters to find the correct word)

a. gitol



b. pidli



III. Usaren dagiti balikas iti panagsurat iti patang:

1. nagtimbukel - \_\_\_\_\_

2. aldaw - \_\_\_\_\_

3. itlog - \_\_\_\_\_

- Teacher lets pupils exchange and check each other work except for exercise III. He or she collects the pupil's test and validate their answers and scores.

## 3

**ADDA KADUA WENNO KAKADUA A MANGBASA ITI LIBRO A READ: NAGTIMBUKEL NGA ITLOG****(SHARED READING OF THE READ ALOUD STORY: NAGTIMBUKEL NGA ITLOG)**

- Teacher rereads the story. Teacher asks volunteer pupils to read parts of the story, specifically the dialogues involving the sun, the watermelon, the tire and, the moon.
- Teacher asks questions about the story facilitating discussion on the value of respect and kindness to others.

*Apay a naliday ni Nagtimbukel? (Why was Nagtimbukel sad?)*

*Ania ti impakita ti init, dagiti sandia, pilid ken bulan ken ni Nagtimbukel? Nasayaatda kadi ken ni Nagtimbukel? Apay a naibagayo ti kasta? (What did the sun, the watermelons, the tire, and the moon show to Nagtimbukel? Were they good to Nagtimbukel? How can you say this?)*

*No makitam a naliday ti gayyemmo wenno kameng ti pamilyam, ania ti aramidem? (If you see your friend or family sad, what do you do?)*

*Ania ti mabalin nga aramidem kadagitoy a pagteng? (What can you do on these occasions?)*

— *adda klasmeytmo nga awan ti makanna no tiempo ti recess (You have a classmate who has no food during recess.)*

NOTES

- *adda klasmeytmo a naitikeleb iti pagay-ayaman*  
(You have a classmate who falls down in the playground.)
- *adda nakitam a klasmeytmo nga awan ti kaay-ayamna wenno awan ti mayat a makiay-ayam kenkuana*  
(You know someone who has no playmates or no one wants to play with him/her.)

4

**SANGKABUNGGOYAN A PANAGSISINUKAT  
ITI KAPANUNOTAN: CHARACTER PROFILE  
(BRAINSTORMING: CHARACTER PROFILE)**

**Step 1: Brainstorming/Getting Ideas**

**Teacher says:** *Asino ti kangrunaan nga agbibigag iti istoria? Iladawan ni Nagtimbukel. Ania ti langana? Ania ti inaramidna? Sadino ti pakakitaan kenkuana?* (Who is the main character in our story? Describe Nagtimbukel.)

- As pupils answer, teacher writes their answers on the board.

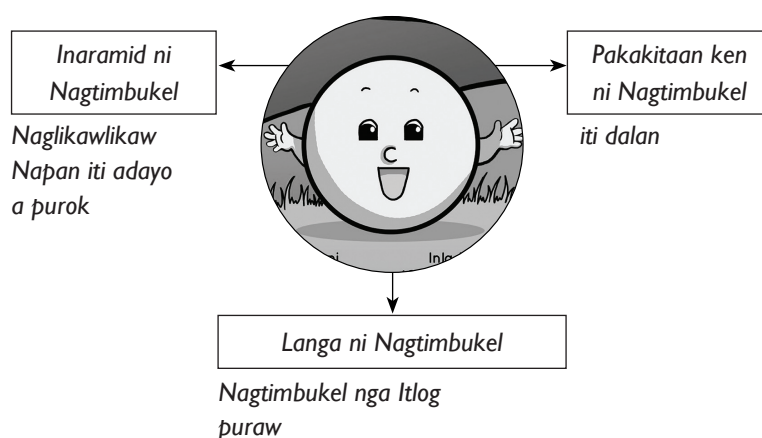
Example:

*Nagtimbukel puraw itlog naglikawlikaw dalan*

**Step 2: Organizing Ideas into a Character Profile**

- Teacher presents the character profile below and asks pupils to organize their answers using the headings. He or she lets the pupils copy the answers they have given under each heading. Below is a sample.

**Character Profile ni Nagtimbukel**



- Teacher explains that they just made a character profile for Nagtimbukel.

## NOTES



**Teacher says:** *Ania ti immuna nga inaramiddayo sakebay a pinagtitiptontayo dagiti sungbattayo iti dayagram? . . . Pinanunottayo nga immuna ni Nagtimbukel. No ania ti sukogna, ti marisna, ken dadduma pay. Pinanunottayo pay no ania ti inaramid ni Nagtimbukel ken no sadino ti pakasarakan kenkuana. Iti panagsurat iti komposision, napateg a rugian daytoy babaen ti panangpanunot nga umuna iti idea, sa isurat.*  
(What did we do first before we grouped our answers in the diagram? . . . We first thought about Nagtimbukel. What is its shape, color, etc. We also thought about what Nagtimbukel did and where to find him. In writing a composition, it is important to start with thinking about and writing your ideas.)



**Teacher says:** *Kalpasan iti panagpanunot ken panangisurattayo kadagiti ideatayo, ania ti inaramiddayo? Pinagtitiptontayo dagiti ideatayo sa nangaramiddayo iti Character Profile.* (After thinking and writing about our ideas, what did we do? We grouped our ideas and we made a character profile.)

- Teacher displays the pictures of the different characters in the story: sun, watermelon, tire, moon, and mother. He or she asks pupils to pick one character and let them write ideas about that character. They are given five minutes to write the words or phrases as the first step in writing.
- After 5 minutes, ask pupils to organize their ideas using the Character Profile discussed earlier. Give them 10 minutes to do this. Then, ask pupils to find a partner and show their works to each other.
- Teacher collects pupils work and keeps it for composition activity next week.

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Istoriaen ti Nagtimbukel nga Itlog kadagiti kameng ti familiayo.*  
(Retell the story, Nagtimbukel nga Itlog, to your family members.)

WEEK

32

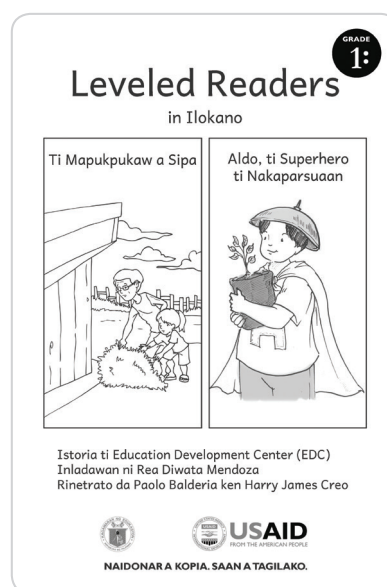
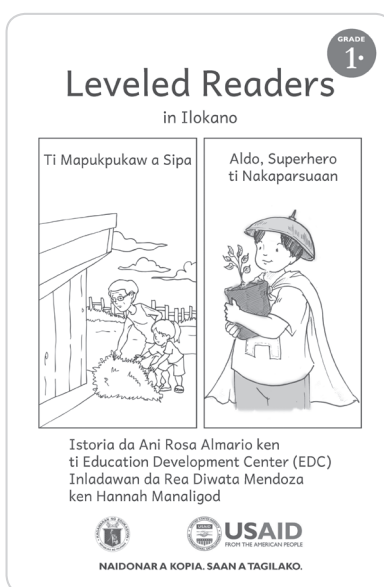
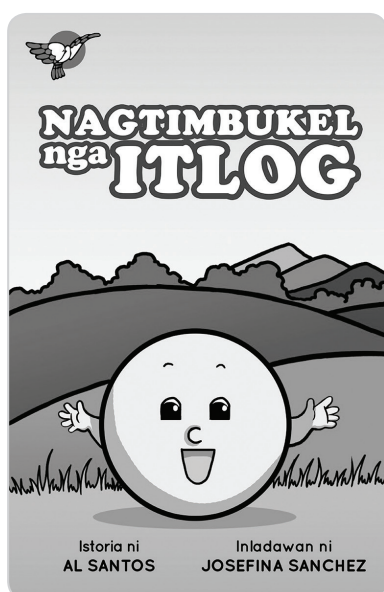
## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: PANAGDAYAW KEN KINAIMBAG ITI SABALI A TATTAO  
(RESPECT AND KINDNESS FOR OTHERS)**

**READ ALOUD STORY: NAGTIMBUKEL NGA ITLOG  
(BILOG NA ITLOG)**

**LEVELED READER: “TI MAPUKPUKAW A SIPA”  
 (“THE MISSING SIPA”)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 32 (50 MINUTES PER DAY)**

**Theme:** *Panagdayaw ken Kinaimbag iti Sabali a Tattao* (Respect and Kindness for Others)

**Read Aloud Story:** *Nagtimbukel nga Itlog* (*Bilog na Itlog*)

**Leveled Reader:** “*Ti Mapukpukaw a Sipa*” (“The Missing Sipa”)

| Day   | Domain | Objectives   | Subject Matter   |
|-------|--------|--|--|
| Daily | OL     | <ul style="list-style-type: none"> <li>• <b>MTIOL-IIIa-i-9.1</b><br/>Tell/retell stories previously read or heard</li> <li>• <b>MTIOL-IVa-i-1.3</b><br/>Talk about familiar objects using descriptive words</li> <li>• <b>MTIOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> </ul>  | <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Using Descriptive Words</li> <li>• Sight Words</li> </ul>   |
|       | PWR    | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | LC     | <ul style="list-style-type: none"> <li>• <b>MTILC-IIIa-b-1.2</b><br/>Note important details in grade level literary text listened to</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Nagtimbukel nga Itlog</i><br/>(<i>Bilog na Itlog</i>)<br/>Retold by: Al Santos;<br/>Illustrator: Josefina Sanchez</li> <li>• Writing About a Character</li> <li>• Forming Sentences</li> </ul> |
|       | C      | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MTIPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> <li>• <b>MTIC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul> |  |
|       | ATR    | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>   |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| <p>1. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher asks questions related to the theme or lessons discussed</li> </ul> <p>b. Storytelling</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell a story they have heard or read</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Teacher introduces sight words</li> </ul>  | <p>1. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about assigned topics</li> </ul> <p>b. Storytelling</p> <ul style="list-style-type: none"> <li>Pupils retell a story they have heard or read</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Pupils practice reading sight words and other grade level words</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Storytelling</li> </ul> <p>2. Re-reading of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story asking questions in some parts to check pupils' recall and comprehension. In some parts, he or she asks pupils to read the text.</li> </ul> <p>3. Composing Activity: Writing About a Character</p> <ul style="list-style-type: none"> <li>Teacher instructs writing activity to different groups</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Storytelling</li> </ul> <p>2. Re-reading of the Read Aloud Story: <i>Nagtimbukel nga Itlog</i></p> <ul style="list-style-type: none"> <li>Pupils participate actively during rereading of the story. They answer questions and read parts of the story.</li> </ul> <p>3. Composing Activity: Writing About a Character</p> <ul style="list-style-type: none"> <li>Pupils talk write about a character they like from the Read Aloud story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils bring home their compositions and show it to family members</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |  |

| Day | Domain     | Objectives  | Subject Matter  |
|-----|------------|---|---|
| 2   | <b>G</b>   | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVa-d-2.4</b><br/>Identify describing words that refer to shapes and sizes in sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• Describing Words</li> </ul>  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |   |
| 3   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Ti Mapukpukaw a Sipa</i>”<br/> (“The Missing Sipa”)<br/>Author: EDC Leveled Reader Library;<br/>Illustrator: Rea Diwata Mendoza</li> <li>• Spelling Words</li> </ul> |
|     | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-7.2.1</b><br/>Read phrases, sentences, and/or short stories</li> </ul>   |   |
|     | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li> </ul>  |   |
|     | <b>RC</b>  | <ul style="list-style-type: none"> <li>• <b>MTIRC-IVb-c-8.1</b><br/>Sequence events in an informational text read</li> </ul>  |   |

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**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities   | Learner Activities  |
|--|---|
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sharing</li> </ul> 2. Adjectives <ul style="list-style-type: none"> <li>• Teacher reviews lesson on adjectives. He or she talks about adjectives referring to shapes and sizes.</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher teaches a song</li> </ul>   | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sharing</li> </ul> 2. Adjectives <ul style="list-style-type: none"> <li>• Pupils participate actively in discussion on adjectives</li> </ul> 3. Concluding the Session <ul style="list-style-type: none"> <li>• Pupils sing the song being taught</li> </ul>   |
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> 2. Guided Reading of the Leveled Reader: <i>“Ti Mapukpukaw a Sipa”</i> <ul style="list-style-type: none"> <li>• Teacher divides the class into two groups and distributes appropriate text according to their level.</li> </ul> a. <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>• Teacher presents high frequency words and phrases from the story</li> <li>• Teacher lets pupils look at the pictures on each page and asks pupils to talk about them</li> <li>• Teacher asks questions to activate prior knowledge and set motive question</li> </ul> b. <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>• Teacher asks pupils to read the leveled reader. Then, he or she has Pupil A read to Pupil B and reverse roles.</li> </ul> c. <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>• Teacher asks questions to discuss the story. Teacher lets pupils sequence events in the story.</li> </ul> | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> 2. Guided Reading of the Leveled Reader: <i>“Ti Mapukpukaw a Sipa”</i> <ul style="list-style-type: none"> <li>a. <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>• Pupils read high frequency words and phrases from the story</li> <li>• Pupils look at the pictures and talk about them. Pupils give the title, author and illustrator of the book.</li> <li>• Pupils answer questions from the teacher</li> </ul> </li> <li>b. <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>• Pupils read the leveled reader in pairs and to each other</li> </ul> </li> <li>c. <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>• Pupils answer questions about the story. Pupils sequence events in the story.</li> </ul> </li> </ul> 3. Spelling Words <ul style="list-style-type: none"> <li>• Pupils spell grade level words correctly</li> </ul> |

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**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain   | Objectives   | Subject Matter  |
|-----|----------|--|---|
| 3   |          |  |   |
| 4   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Ti Mapukpukaw a Sipa</i>”<br/> (“The Missing Sipa”)<br/>Author: EDC Leveled Reader Library;<br/>Illustrator: Rea Diwata Mendoza</li> <li>• Writing a Letter</li> </ul> |
|     | <b>C</b> | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences or longer texts using both invented and conventional spelling</li> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |   |
| 5   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Ti Mapukpukaw a Sipa</i>”<br/> (“The Missing Sipa”)<br/>Author: EDC Leveled Reader Library;<br/>Illustrator: Rea Diwata Mendoza</li> </ul>                             |

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| Teacher Activities  | Learner Activities   |
|---|--|
| <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher highlights spelling words from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   | <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils retell the story in the leveled reader to family members</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Differentiated Writing Activity: Writing an Invitation Letter</p> <ul style="list-style-type: none"> <li>Teacher models writing activity to pupils</li> </ul> <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Teacher lets the pupils read the text together as a group. Pupils reading the easy text will read the text.</li> <li>The pupils belonging to the other group (reading challenging text) will accomplish composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher lets Group 2 pupils read their work to Group 1 pupils</li> <li>Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Differentiated Writing Activity: Writing an Invitation Letter</p> <ul style="list-style-type: none"> <li>Pupils participate actively in whole class instruction of composing activity</li> </ul> <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Pupils read the text as a group</li> <li>Depending on which group they belong, they may do the composing activity or reading activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils in Group 2 read to Group 1 pupils</li> <li>Homework: Pupils review spelling words</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> <li>Teacher gives spelling test</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> <li>Pupils correctly spell grade level words</li> </ul>  |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension; <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge; <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |  |

| Day | Domain     | Objectives   | Subject Matter   |
|-----|------------|--|--|
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li> </ul>                             | <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Writing a Letter</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul> |  |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>                                   |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Teacher lets the pupils read the text together as a group. Pupils reading the challenging text (Group 2) will read the text.</li> <li>The pupils belonging to the other group (Group 1, reading easy text) will accomplish composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils in Group 1 to read their work to Group 2</li> </ul> | <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Teacher lets the pupils read the text together as a group. Pupils reading the challenging text will read the text.</li> <li>The pupils belonging to the other group (reading easy text) will accomplish composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils in Group 1 read their letters to pupils in Group 2</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IIIa-i-9.1** Tell/retell stories previously read or heard
- (2) **MTILC-IIIa-b-1.2** Note important details in grade level literary text listened to
- (3) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (4) **MTIPWR-IVa-i-3.2.1** Write phrases, and simple sentences correctly
- (5) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials

## NOTE

For the week with Leveled Readers, most of the activities will be differentiated. It might be better to already have pupils seated according to groups on Day 1.

It is suggested that teacher groups together the lower 30% of the class or those who are still having difficulties in reading and writing.

They can be seated in front, close to the teacher so he or she can have more time to conduct one-on-one, paired or small group with them.

For purposes of this Teacher's Guide, Group 1 will refer to pupils having difficulties with reading and writing while those in Group 2 are those who are on the average or advanced.



## MATERIALS

Copy of Read Aloud Story:  
*Nagtimbukel nga Itlog*

I

**INALDAW NGA ARAMIDEN: PANANGISTORIA ITI NABASA A LIBRO (ROUTINE: STORYTELLING)**

- Teacher asks pupils to recall a story they have heard or read. He or she asks pupils to tell the story to their classmates seated close to them.
- After 10 minutes, teacher asks volunteer pupils to share the story to the class.

2

**PANANGIBASA MANEN ITI LIBRO A READ ALOUD: NAGTIMBUKEL NGA ITLOG (RE-READING OF THE READ ALOUD STORY: BILOG NA ITLOG)**

- Teacher re-reads the story to the pupils. In re-reading of the story, ask for volunteer pupils to read some parts of the story such as dialogues. Teacher can also ask pupils to dramatize short dialogues from the story.
- Teacher asks questions while rereading the story to check comprehension.

## 3

**PANAGSURAT: PANAGSURAT MAIPANGGEP ITI  
MAYSA NGA AGBIBIAG**

## NOTES

**(COMPOSING ACTIVITY:  
WRITING ABOUT A CHARACTER)**

**Teacher says:** *Ubbing, malagipyo pay ti Character Profile nga inaramidyo iti napalabas a domingo? Asino ti kangrunaan nga agbibig iti istoria a “Nagtimbukel nga Itlog” nga inyaramidanyo iti Character Profile? Ita, isublik kadakayo. Ipakitayo iti kaklasean a kaasitgan kadakayo ket pagsaritaanyo ti maipapan iti daytoy.*

(Children, do you still remember the Character Profile that you made last week? Who is the character from the book, “Nagtimbukel nga Itlog”, that you made a character profile of? I will give back what you have given. Show this to the person close to you and talk about it.)

- After 10 minutes, teacher tells pupils that they will write about the character, *Nagtimbukel*. They are going to use the character profile that they made the previous week to do the activity. Tell pupils that they will do the following:

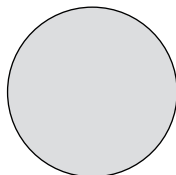
- (1) Draw the character of *Nagtimbukel*.
- (2) Make sentences about the character – what the character looks like; what the character did; where they saw the character

Example

*Ni Nagtimbukel ket nagtimbukel nga itlog.*

*Ti marisna ket puraw.*

*Ni Nagtimbukel ket nagtultulad iti dalan.*



- Teacher gives differentiated instructions for the composing activity. Group 2 starts working independently with the composing activity. For Group 1 pupils, teacher gives them sentence frames and list of words that they can use to make sentences. Teacher also goes around while pupils are doing their work. He or she spends most of her time with the struggling pupils.

**Aramiden Bayat ti Panaguray (Activity While Waiting)**

- For pupils who are done, teacher asks them to form groups of four. While the other pupils are finishing their work, they show each other's work and talk about it.

## NOTES

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Ipakita ti inaramidyo a Character Profile kadagiti kameng ti pamiliayo. Istoriaen ti maipapan iti daytoy.*  
(Show the character profile to your family members. Talk to them about it.)

## ALDAW

## 2

## OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (3) **MTIGA-IVa-d-2.4** Identify describing words that refer to shapes and sizes in sentences
- (4) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentation, and format) when copying/writing words, phrases, and sentences



## MATERIALS

1. Adjectives written on flash cards
2. Chart on shapes

## I

**INALDAW NGA ARAMIDEN: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher asks pupils to read their composition to the class. Teacher can take this opportunity to call on pupils who are not yet very confident with speaking in front of the class.
- Teacher can take note of the pupil's ability to speak in front of the class using the suggested rubric below. Teacher can also take down anecdotal notes of pupil's competencies.

**Formative Assessment Tip:  
Oral Language Development**

|           | 1   | 2  |
|-----------|---|--|
| <b>OL</b> | Does not use appropriate vocabulary or structures; speaks in incomplete sentences; lacks confidence in speaking in front of the class | Uses appropriate vocabulary and structures |



## 2

### DAGITI BALIKAS A PAGILADAWAN (ADJECTIVES)

#### NOTES

#### a. *Sukog* (Shapes)

**Teacher says:** *Ubbing, ania ti sukog ni Nagtimbukel? ... Nagtimbukel. . . Ti nagtimbukel ket maysa a Balikas a Pagiladawan. . . Ania ti Balikas a Pagiladawan?* (Children, what is Nagtimbukel's shape? ... It is round. ... Round is an adjective ... What is an adjective?)

- Teacher reviews lesson on shapes from Week 31. Introduce the other shapes; a chart may be used.

#### b. *Rukod* (Size)

- Once accomplished, teacher asks pupils to look for a big square and a small square/circle/rectangle. Teacher introduces the words:

|               |               |
|---------------|---------------|
| <i>dakkel</i> | <i>bassit</i> |
|---------------|---------------|

**Teacher says:** *Kaano nga usaren dagiti balikas a "dakkel" ken "bassit"? . . . Ania ti awagyo kadagiti kastoy a balikas? . . . Apay nga awagantayo ida a Balikas a Pagiladawan? . . . Ania ti iladladawan dagiti balikas— maris, sukog, wenno rukod?* (When do you use the words "big" and "small"? ... What do you call words like these? ... Why do we call them adjectives? ... What do the words describe – color, shape or size?)

#### *Aramiden* (Activity):

| <i>Idrowing no ania ti ibagbaga ti patang.</i>  |  |
|---|--|
| 1. <i>Idrowing ti dakkel a rektanggulo. Iti baba, ikkan iti bassit a nagtimbukel.</i> |  |
| 2. <i>Idrowing ti bassit a trayanggulo iti tengnga.</i>                               |  |

- Teacher lets pupils check each other's activities. Then, collect their works.

## NOTES

| Formative Assessment Tip:<br>Grammar Awareness - Adjectives |  |  |
|---|--|--|
|   | 1  | 2  |
| GA  | Cannot identify adjectives; cannot illustrate an object based on description given | Is able to identify adjectives; is able to illustrate an object based on description given |

## 3

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher introduces the song that is related to shapes or sizes. He or she lets the pupils sing with action.

---

**“Komustaka?”**

Komustaka?  
 Agraragsaktayo  
 Agpalakpak, agpalakpak  
 Iggeman ‘ta sibet  
 Apir iti kanawan, apir iti kanigid  
 Agtayyekka, agtayyekka  
 Mangbirokka’t kaduam

---

### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIPWR-IVa-i-7.2.1** Read phrases, sentences, and/or short stories
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIRC-IVb-c-8.1** Sequence events in a text read

### ALDAW

3

**INALDAW A MAARAMID: PANANGIBASA KADAGITI  
BALIKAS A KANAYON A MAAR-ARAMAT KEN  
DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

### (ROUTINE: READING OF SIGHT WORDS AND GRADE LEVEL WORDS)

- Teacher shows sight words that pupils will read. This serves as review of sight words learned in Quarter 3. Teacher adds other words taken from the Leveled Reader. Below are some suggested words from the leveled reader that the teacher can include in the reading drill.

|                |              |                 |                |                   |
|----------------|--------------|-----------------|----------------|-------------------|
| <i>nangato</i> | <i>kayo</i>  | <i>napigsa</i>  | <i>lolong</i>  | <i>kinugtaran</i> |
| <i>sipa</i>    | <i>adayo</i> | <i>arubayan</i> | <i>binirok</i> | <i>nalaing</i>    |

- Teacher asks four to five pupils to read the words individually. He or she can use a running record or formative assessment of the pupil's skill (i.e. the number of words decoded/read). The rubric below is an example that the teacher can use and improvise.

| Formative Assessment Tip:<br>Identifying High Frequency and<br>common words, matching sounds |   |   |
|--|---|---|
|  | 1   | 2   |
| PWR  | Cannot identify or read high frequency and common words | Is able to identify high frequency, common words and other grade level words introduced |



### MATERIALS

- Copies of Leveled Readers: *"Ti Mapukpukaw a Sipa"*

### NOTE

If pupils have not yet been divided according to abilities into Group 1 and Group 2, ensure that for this day, pupils are segregated according to Groups 1 and 2.

For Group 1 pupils (struggling readers), teacher gives them the easier text. This can be identified with the **single dot mark** indicated on the cover of the book.

Group 2 pupils (average to advanced readers) will read the more challenging text. This can be identified with **two dot marks** on the cover of the book.

## NOTES

## 2

**PANANGIBASA ITI LEVELED READER:  
“TI MAPUKPUKAW A SIPA”****(READING OF THE LEVELED READER:  
“ANG NAWAWALANG SIPA”)****DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)****a. *Panagbasa iti Balikas* (Word Work)**

- Teacher can show the high frequency words again although some of the words were already presented in the activity earlier.

**b. *Panagbasa iti Prase* (Phrase Reading)**

- Teacher shows phrases from the leveled reader in flash cards. Ask pupils to read them. Assist them if some phrases are difficult to read.
- Since there are two groups, there are additional phrases that teacher can give to pupils who are in Group 2 (challenging text).

|                      |                               |                              |
|----------------------|-------------------------------|------------------------------|
| <i>alad ti balay</i> | <i>iti arubayan</i>           | <i>naggidan nga impukkaw</i> |
| <i>ngato ti kayo</i> | <i>ni Carmen</i>              | <i>intinnagna ti sipa</i>    |
| <i>awan ti sipa</i>  | <i>nakadanon idiyay likud</i> | <i>binirok ti sipa</i>       |

- Additional Phrases for Group 2/Challenging Readers

|                     |                      |                          |
|---------------------|----------------------|--------------------------|
| <i>agan-annadka</i> | <i>naglaingkayon</i> | <i>sippawenyo daytoy</i> |
|---------------------|----------------------|--------------------------|

**b. *Panangbuya Kadagiti Ladawan* (Picture Walk)**

- Teacher lets pupils look at the pictures on each page of the book. Teacher asks questions so pupils can talk about them.

Example: *Ania makitayo iti ladawan?*  
(What do you see in the picture?)

**c. *Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istorio* (Setting the Scene)**

- Teacher asks pupils to look at the cover of the book and give the title, author, and illustrator of the book.



**Teacher asks:** *Maipanggep iti ania ti istoria?*  
(What do you think is the story about?)

# BAYAT TI PANAGBASA (DURING READING ACTIVITIES)

## NOTES

**Teacher says:** *Ubbing, adda itedko a libro iti tunggal paris. Basaen ti istoria a kadua ti kapareba. Pilien no asino ti umuna a mangbasa ken no asino ti sumaruno. Laglagipen a no marigatankayo a mangbasa, adda tallo a mabalin nga aramiden: 1) kitaen dagiti ladawan tapno adda pagilasinan iti narigat a balikas; 2) kitaen ti umuna a letra sa parnuayen ti unina ket aramiden daytoy kadagiti dadduma pay a letra; 3) apaman a mabasayo ti balikas, basaen ti sibubukel a patang ket amirisen no adda kaipapanan ti sibubukel a patang.* (Children, I will give a book to every pair.

Read the story in pairs. Choose who will be the first to read, and who will be next. Remember, if you have a hard time reading a word, you can do three things: 1) look at the picture for clues about the difficult word; 2) look at the first letter and give the sound then do this for the rest of the letters; 3) once you have read the word, read the whole sentence and check if the sentence makes sense.)

- Teacher distributes the leveled readers to respective group of pupils.
- Teacher goes around and listens in to pupils. More time may be spent to pupils who are struggling to facilitate their skills in decoding.
- Teacher also uses the time to do formative assessment and takes notes of pupils' progress. Teacher can use and/or improvise the rubric below to assess pupils' fluency.

| Formative Assessment Tip:<br>Reading with appropriate speed,<br>accuracy, and expression |  |   |
|--|--|---|
|  | 1  | 2   |
| F  | Reads text with hesitation with an accuracy rate of less than 90%                | Is able to read text with an accuracy rate of 95 – 100%                       |
|  | Reads slowly and without expression, makes mistakes and the reading is laborious | Is able to read studied texts with appropriate speed, accuracy and expression |

- Teacher takes note of pupils who are able to use certain strategies to decode. He or she praises and mentions them in class. He or she asks them to show or narrate to the class how they were able to decode a word on their own.

**NOTE**

Considering the different skills of pupils, some may finish earlier than others. While waiting for other pupils to finish, the following activities can be given to pupils.

**Activities while waiting:**

- Teacher instructs that those who have finished reading will do the following:

**For Group 2 (Challenging Text)**

- Look for sentences that end with an exclamation point (!) or a question mark (?).
- Copy these sentences in their notebook.

**For Group 1 (Easy Text)**

- Let pupils look for common words such as “*sipa*” and “*binirok*.” Let them keep a tally of the frequency that “*sipa*” and “*binirok*” appeared in the text.

**DAGITI ARAMIDEN KALPASAN TI PANAGBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the text read. Here are some suggested questions:

*Ania ti ar-aramiden da Carmen ken ni Lolong?*

(What were Carmen and Lolo doing?)

*Idi kinugtaranda iti napigsa ti sipa, ania ti napasamak iti sipa?*

(While they were trying to kick the *sipa* as hard as they could, what happened to the *sipa*?)

*Sadino ti nangbirokanda iti sipa?* (Where did they look for the *sipa*?)

*Asino ti nakakita iti sipa? Sadino ti ayanna?*

(Who saw the *sipa*? Where was it?)

*Ania inaramid ni Carmen?* (What did Carmen do?)

*Ania ti problema ni Carmen kalpasan a naalana ti sipa?*

(What was Carmen's problem after she got the *sipa*?)

# Aramiden (Activity)

## NOTES

| Pagsasarunuen dagiti pasamak iti istoria,<br>Ti Mapupukaw a Sipa. Usaren ti numero 1 agingga iti 5. |   |
|---|---|
|   | Mapupukaw iti sipa. Binirok da Carmen ken ni lolongna no sadino ti ayanna ti sipa.    |
|   | Kamaudiananna, nakita ni Carmen ti sipa iti ngato ti kayo.                            |
|   | Nangato ti panangkugtar ni Carmen ket saandan a mabirokan.                            |
|   | Immuli ni Carmen iti kayo tapno alaenna ti sipa sa impurruakna ken ni lolongna.       |
|   | Nagay-ayam da Lolong ken Carmen iti sipa. Napigsa ti panangkugtar ni Carmen iti sipa. |

## 3

### DAGITI BALIKAS A MAISPELING (SPELLING WORDS)

**Teacher says:** Ita, ubbing, adda dagiti balikas a kayatko a masursuroyo no kasano nga ispelingen. Basaentayo dagiti balikas ket padasentayo nga ispelingen. Kalpasanna, usarenyo dagitoy a balikas a mangbukel kadagiti patang. (Now children, I have some words that I want you to learn how to spell. Let's read the words and try to spell them out. After, I will ask you to make sentences using these words.)

Example: kayo → k ... a ... y ... o ... → kayo

Here are the suggested spelling words:

|            |          |         |          |           |
|------------|----------|---------|----------|-----------|
| kayo       | nagpukaw | binirok | nangato  | alad      |
| kinugtaran | balay    | likud   | arubayan | natinngag |

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework:

**Homework:** Istorien kadagiti kameng ti pamiliayo ti nabasayo nga istoria a "Ti Mapupukaw a Sipa." (Read to your family members the story you read, The Missing Sipa.)

## ALDAW

4

## OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (4) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (5) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentation, and format) when copying/writing words, phrases, sentences, and short paragraphs



## MATERIALS

- Copies of Leveled Readers: “Ti Mapukpukaw a Sipa”

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

**(ROUTINE: READING OF SIGHT WORDS AND OTHER GRADE LEVEL WORDS)**

- Teacher asks pupils to read sight words and other grade level words presented the previous day. Also include reading of spelling words introduced.

2

**PANAGSURAT: SURAT A PAGAWIS (WRITING ACTIVITIES: INVITATION LETTER)**



**Teacher says:** *Ubbing, kayatyo kadi nga adda kaay-ayamyo? Asino ti kayatyo a kaay-ayam? Ni nanang, tatang, manang, manong wenno gayyemyo? Pagsaritaanyo man dayta ken ti kaabayyo.* (Children, do you want to play with someone. Who do you want to play with? Your mother, father, sister/brother, or friend? Talk to the person beside you.)

- Teacher asks for volunteer pupils to share to the class.



**Teacher says:** *Ita, padasentayo ti mangaramid iti surat a mangimbitar iti gayyemyo iti pasken para iti kasangayyo. Isurat dagiti ay-ayam a kayatyo nga ay-ayamenyo.* (Now, we will try to write a letter inviting your friend to your birthday party. Write the games you want to play with them.)

- Teacher calls on a volunteer pupil to fill in the format in writing an invitation letter.



Example:

NOTES

\_\_\_\_\_ (Petsa)

Patgek a \_\_\_\_\_,

Awisenka a dumar-ay iti \_\_\_\_\_ inton \_\_\_\_\_.

Agay-ayamtanto iti \_\_\_\_\_.

‘Toy gayyemmo,

\_\_\_\_\_

3

### AGDUMA NGA ARAMIDEN: PANAGBASA KEN PANAGSURAT (DIFFERENTIATED ACTIVITIES: READING AND WRITING)

**Teacher says:** *Ubbing, nagrupokayo iti dua. Ti Umuna a Grupo* (easy text), *basaenyo manen ti istoria, “Ti Mapukpukaw a Sipa.”* *Ti Maikadua a Grupo, mangaramidkayo iti surat a pagawis a kas iti inaramidtay itattay.* (Children, you are divided into two groups. Group 1 [easy text] will read again the story, The Missing *Sipa*. Group 2 will write a letter of invitation like what we did earlier.)



- While Group 2 pupils are writing their letters of invitation, teacher lets Group 1 pupils read the story as a whole group. Focus on the dialogues and the expressions in the Leveled Reader. Teacher models the dialogues and the expressions. Then, he or she lets pupils read in pairs with proper expression. Pairs can take turns in reading the text to each other.
- Teacher goes around and spends time with struggling readers.

#### *Aramiden Bayat ti Panaguray* (Activity While Waiting):

- For pupils in Group 2 who are done with the writing activity, teacher lets them find a pair and read their letters to each other. Pupils can also draw or decorate on their letters.

## NOTES

- For reference, below is a matrix of activities:

| <i>Group 1 Activities</i>  | <i>Group 2 Activities</i>   |
|--|---|
| <p>1. Whole Group Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>Teacher focuses on reading dialogues and sentences with expression. Teacher models how these lines are read.</li> </ul> <p>2. Reading in Pairs</p> <ul style="list-style-type: none"> <li>Teacher goes around to support struggling readers.</li> </ul> | <p>1. Writing of Letters of Invitation</p> <ul style="list-style-type: none"> <li>Pupils do writing activity independently.</li> <li>Teacher finds time after supporting struggling readers to go around and monitor the group doing writing activity in order to check on their progress and answer questions they may have.</li> </ul> <p>2. Showing of Works</p> <ul style="list-style-type: none"> <li>Pupils who finish early writing their letters can exchange work and read to each other their letters.</li> <li>Pupils can also draw on their letters.</li> </ul> |

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. He or she lets pupils from Group 2 read their letters to the pupils in Group 1.
- Teacher reminds pupils to review spelling words for the following day.

### OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling

### ALDAW

5

## I INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)

**Teacher says:** *Ubbing, adda ipaaramidko kadakayo. Kayatko a mangkitakayo iti kaparehayo a diyo pay nakaparpareha iti napalabas. Pagsaritaanyo ti maipapan iti ay-ayam a kayatyo nga ay-ayamen ken no asino ti kayatyo a kaay-ayam.* (Children, I have a challenge for you. I want you to look for a partner who has not been your partner in the past days. Talk to them about a game you like to play and who you want to play this game with.)

- After 10 minutes, teacher asks for volunteers to share to the class.



### MATERIALS

- Copies of Leveled Readers: “Ti Mapukpukaw a Sipa”

## 2 EKSAMEN ITI ISPELING (SPELLING TEST)

### Eksamen iti Ispeling

I. Diktasyon. Denggen ti maidiktat a patang ket isurat dagiti lima a balikas a maispeling a nausar.

II. Panagbukel iti Balikas. Mangbukel kadagiti balikas babaen ti panangusar kadagiti silaba.

- |                          |                        |
|--------------------------|------------------------|
| 1. [nag] [tin] [in]      | 4. [ru] [a] [yan] [ba] |
| 2. [nug] [ki] [ran] [ta] | 5. [lad] [a]           |
| 3. [ku] [li] [dan]       |                        |

III. Mangsurat kadagiti patang babaen dagiti sumaganad a balikas:

1. nagpukaw - \_\_\_\_\_
2. binirok - \_\_\_\_\_
3. likud - \_\_\_\_\_

## NOTES

## 3

**DIFFERENTIATED ACTIVITIES:  
PANAGBASA KEN PANAGSURAT****(DIFFERENTIATED ACTIVITIES:  
READING AND WRITING)**

**Teacher says:** *Ita, ubbing, agsinnukat iti aramiden dagiti grupo.*

*Dagiti adda iti Maikadua a Grupo* (challenging text), *basaenyo manen ti istoria a “Ti Mapukpukaw a Sipa”*. *Dagiti adda iti Umuna a Grupo, mangaramidkayo iti Surat a Pagawis.* (Children, now the groups will exchange activities. Those in Group 2 [challenging text] will read again the story, “The Missing Sipa”. Those in Group 1 will write a letter of invitation.)

- Teacher lets pupils in Group 2 read the text again in pairs. Pairs can take turns in reading to each other.
- While pupils in Group 2 are reading, instruct the writing activity again to Group 2 pupils. This time however, teacher provides a sentence frame for the writing activity that pupils can use.

\_\_\_\_\_ (Petsa)

Patgek a \_\_\_\_\_,

Kayatko ti makiy-ayam kenka iti \_\_\_\_\_ inton  
\_\_\_\_\_. Mabalin nga agkitata idia \_\_\_\_\_?

Di la mabalin a maammuak no patgam ti awisko?

‘Toy gayyemmo/anakmo/adingmo,  
\_\_\_\_\_

- Once pupils in Group 1 are writing their letters, teacher lets pupils in Group 2 read the leveled reader as a whole group. Teacher focuses on reading dialogues and lines with expression. Teacher models this and pupils follow reading with appropriate expression and speed.

**Activity while waiting:**

- For pupils in Group 1 who are done with the writing activity, teacher lets them find a pair and read their letters to each other. Pupils can also draw on their letters.

- For reference, below is a matrix of activities:

| Group 1 Activities   | Group 2 Activities   |
|--|--|
| <p>1. Guided Writing</p> <ul style="list-style-type: none"> <li>• Teacher gives instruction on writing activity.</li> <li>• Pupils start their writing activity. Writing activity has sentence frames to scaffold activity.</li> </ul> <p>2. Sharing of Work</p> <ul style="list-style-type: none"> <li>• Pupils who finish early writing their letters can exchange work and read to each other their letters.</li> <li>• Pupils can also draw on their letters.</li> </ul> | <p>1. Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>• Pupils read the text in pairs. They can take turn reading to each other.</li> </ul> <p>2. Whole Group Reading</p> <ul style="list-style-type: none"> <li>• Teacher models how to read with appropriate expression and speed.</li> <li>• Pupils read the text as a whole group with appropriate expression and speed.</li> </ul> |

## NOTES

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher asks pupils to form groups with Group 1 and 2 pupils. He or she lets pupils from Group 1 read their letters to the Group 2 pupils.



WEEK

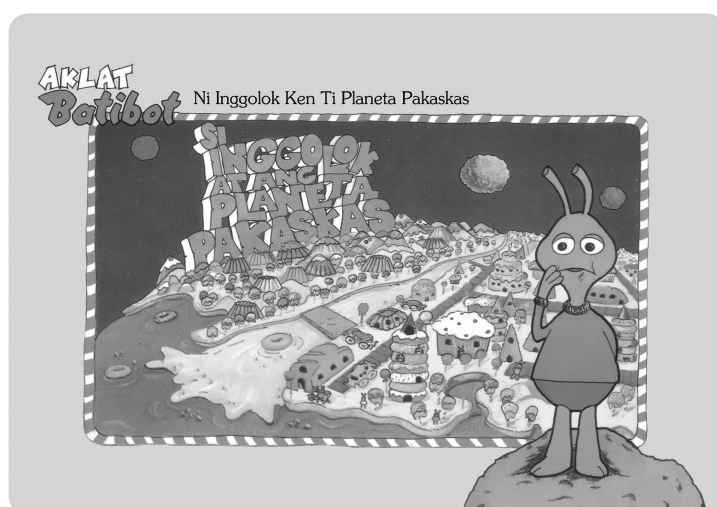
33

## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: PANAGINUT ITI ENERHIA KEN TI NAKAPARSUAAN  
(CONSERVING ENERGY AND THE ENVIRONMENT)**

**READ ALOUD STORY: NI INGGLOK KEN TI PLANETA PAKASKAS  
(SI INGGLOK AT ANG PLANETANG PAKASKAS)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 33 (50 MINUTES PER DAY)**

**Theme:** *Panaginut iti Enerhia ken ti Nakaparsuaan (Conserving Energy and the Environment)*

**Read Aloud Book:** *Ni Inggolok ken ti Planeta Pakaskas (Si Inggolok at ang Planetang Pakaskas)*

| Day   | Domain     | Objectives   | Subject Matter  |
|-------|------------|--|---|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MTIOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> <li>• <b>MTIOL-IVa-i-1.3</b><br/>Use descriptive words in discussions</li> <li>• <b>MTIOL-IVc-d-4.2</b><br/>Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles</li> </ul> | <ul style="list-style-type: none"> <li>• Song/Poem/Chant/Riddle</li> <li>• Descriptive Words</li> <li>• Sight Words and Grade Level Words</li> </ul>  |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |   |
| I     | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IIIa-i-2.1.1</b><br/>Give meanings of words through:<br/>a) picture clues; b) context clues</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas (Si Inggolok at ang Planeta Pakaskas)</i><br/>Retold by: Rene O. Villanueva and Lem Garcellano;<br/>Illustrator: Bernard Bunag and Jojo Topacio</li> <li>• Sequencing Events</li> </ul> |
|       | <b>LC</b>  | <ul style="list-style-type: none"> <li>• <b>MTILC-IVc-d-9.1</b><br/>Sequence events in a text listened to or read</li> </ul>   |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities   |
|---|--|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Song/Poem/Chant or Riddle</p> <ul style="list-style-type: none"> <li>Teacher introduces song, poem, or chant</li> <li>Teacher may also give riddles</li> </ul> <p>b. Sharing</p> <ul style="list-style-type: none"> <li>Teacher prompts pupils to talk about familiar topics</li> </ul> <p>c. Reading of Sight Words and Grade Level Words</p> <ul style="list-style-type: none"> <li>Teacher drills pupils on reading sight words and grade level words</li> </ul>  | <p>I. Daily Routine can be any of the following:</p> <p>a. Song/Poem/Chant or Riddle</p> <ul style="list-style-type: none"> <li>Pupils learn and recite poem or chant, or sing a song</li> <li>Pupils answer riddles</li> </ul> <p>b. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about familiar topics</li> </ul> <p>c. Reading of Sight Words and other Grade Level Words</p> <ul style="list-style-type: none"> <li>Pupils read sight words and other grade level words presented by the teacher</li> </ul>  |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Poem/Song/Chant/Riddle</li> </ul> <p>2. Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <p>a. Pre-Reading Activities</p> <ul style="list-style-type: none"> <li>Teacher asks questions to stimulate pupils' interest about the story</li> </ul> <p>b. During Reading Activities</p> <ul style="list-style-type: none"> <li>Teacher reads the story to the pupils</li> </ul> <p>c. After Reading Activities</p> <ul style="list-style-type: none"> <li>Teacher asks questions about details in the story</li> </ul> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Poem/Song/Chant/Riddle</li> </ul> <p>2. Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <p>a. Pre-Reading Activities</p> <ul style="list-style-type: none"> <li>Pupils talk about experiences related to the story. They talk about the cover of the story, and set a purpose for reading.</li> </ul> <p>b. During Reading Activities</p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> </ul> <p>c. After Reading Activities</p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story. They talk about the important details in the story.</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |  |

| Day | Domain    | Objectives   | Subject Matter   |
|-----|-----------|--|--|
| 1   |           |  |  |
| 2   | <b>S</b>  | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i><br/>(<i>Si Inggolok at ang Planeta Pakaskas</i>)<br/>Retold by: Rene O. Villanueva and Lem Garcellano;<br/>Illustrator: Bernard Bunag and Jojo Topacio</li> <li>• Spelling Words</li> <li>• Story Retelling</li> <li>• Adjectives</li> </ul> |
|     | <b>LC</b> | <ul style="list-style-type: none"> <li>• Retell a story listened to</li> </ul>   |  |
|     | <b>GA</b> | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVa-d-2.4</b><br/>Identify describing words that refer to color in sentences</li> </ul>  |  |
| 3   | <b>V</b>  | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IVa-i-3.1</b><br/>Identify, give the meaning of, and use compound words in sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Writing phrases and simple sentences correctly</li> </ul>   |
|     | <b>C</b>  | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> <li>• <b>MTIPWR-IVa-i-3.2.1</b><br/>Write simple sentences correctly</li> </ul> |  |

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**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>3. Sequencing Events in the Story</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to sequence events in the story based on pictures from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>3. Sequencing Events in the Story</p> <ul style="list-style-type: none"> <li>Pupils sequence events as they happen in the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils retell the story to their family members. They answer additional questions given by the teacher.</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the story</li> </ul> <p>3. Describing Words/Adjectives</p> <ul style="list-style-type: none"> <li>Teacher discusses adjectives referring to color</li> </ul> <p>4. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher gives activity on spelling words from the story</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to show their drawings to their seatmates</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <ul style="list-style-type: none"> <li>Pupils retell the story</li> </ul> <p>3. Describing Words/Adjectives</p> <ul style="list-style-type: none"> <li>Pupils identify describing words in sentences</li> </ul> <p>4. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils participate in the activity on spelling words</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils exchange works with each other</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Review: Compound Words</p> <ul style="list-style-type: none"> <li>Teacher reviews compound words</li> </ul> <p>3. Writing Sentences</p> <ul style="list-style-type: none"> <li>Teacher discusses proper way of writing sentences</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Review: Compound Words</p> <ul style="list-style-type: none"> <li>Pupils give the meaning of compound words and use them in sentences</li> </ul> <p>3. Writing Sentences</p> <ul style="list-style-type: none"> <li>Pupils arrange words to make meaningful sentences. Pupils write sentences properly.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils draw a planet they imagine</li> </ul>  |

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**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain     | Objectives  | Subject Matter  |
|-----|------------|---|---|
| 4   | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MTIVCD-IVa-i-3.2</b><br/>Identify and use synonyms and antonyms</li> </ul>  | <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> <li>• Synonyms and Antonyms</li> <li>• Bar Graphs</li> <li>• Composing</li> </ul>   |
|     | <b>SS</b>  | <ul style="list-style-type: none"> <li>• <b>MTISS-IVa-e-4.2</b><br/>Get information from a simple bar graph</li> </ul>  |   |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul>                                       |   |
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i><br/>(<i>Si Inggolok at ang Planeta Pakaskas</i>)<br/>Retold by: Rene O. Villanueva and Lem Garcellano;<br/>Illustrator: Bernard Bunag and Jojo Topacio</li> <li>• Spelling Words</li> <li>• Composing Activity</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentation, and format) when copying/ writing sentences</li> </ul> |   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-j-4.1</b><br/>Show interest in texts by browsing/ reading available print materials</li> </ul>   |   |

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**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sharing</li> </ul> </li> <li>2. Enrichment Activity on Synonyms and Antonyms <ul style="list-style-type: none"> <li>• Teacher reviews Synonyms and Antonyms</li> </ul> </li> <li>3. Bar Graphs <ul style="list-style-type: none"> <li>• Teacher reviews a bar graph</li> </ul> </li> <li>4. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher gives homework to pupils</li> </ul> </li> </ol>  | <ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Sharing</li> </ul> </li> <li>2. Words with the same meaning or opposite meaning <ul style="list-style-type: none"> <li>• Pupils choose the correct word and use them in sentences</li> </ul> </li> <li>3. Bar Graphs <ul style="list-style-type: none"> <li>• Pupils get information about the bar graph</li> </ul> </li> <li>4. Concluding the Session <ul style="list-style-type: none"> <li>• Pupils take note of homework</li> </ul> </li> </ol>  |
| <ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Colors</li> </ul> </li> <li>2. Spelling Test <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> </li> <li>3. Shared Reading of the Read Aloud Story: <i>Ni Inggolok ken ti Planeta Pakaskas</i> <ul style="list-style-type: none"> <li>• Teacher reads the story again. He or she asks pupils to participate in the reading of the story.</li> <li>• Teacher leads pupils in brainstorming about a writing activity</li> </ul> </li> <li>4. Brainstorming Activity: My Planet <ul style="list-style-type: none"> <li>• Teacher asks pupils to brainstorm about an imaginary planet. They discuss this in class and teacher models task.</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>• Colors</li> </ul> </li> <li>2. Spelling Test <ul style="list-style-type: none"> <li>• Pupils correctly spell grade level words</li> </ul> </li> <li>3. Shared Reading of the Read Aloud Story: <i>Ni Inggolok ken ti Planeta Pakaskas</i> <ul style="list-style-type: none"> <li>• Pupils actively participate in the story reading. They volunteer to read parts of the story.</li> <li>• Pupils brainstorm for a writing activity</li> </ul> </li> <li>4. Brainstorming Activity: My Planet <ul style="list-style-type: none"> <li>• Pupils talk about an imaginary planet</li> </ul> </li> <li>5. Concluding the Session <ul style="list-style-type: none"> <li>• Homework: Pupils bring their graphic organizers home and talk about it to their family members about it</li> </ul> </li> </ol> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles
- (2) **MTIVCD-IIIa-i-2.1.1** Give meanings of words through: a) picture clues; b) context clues
- (3) **MTILC-IVc-d-9.1** Sequence events in a narrative text



## MATERIALS

1. Copy of Read Aloud Story: *Ni Inggolok ken ti Planeta Pakaskas*
2. Copy of the poem: *"Ti Kayo a Mulak"*
3. Pictures of events from the Read Aloud Story

I

## INALDAW NGA ARAMIDEN: DANIW WENNO KANTA (ROUTINE: POEM OR SONG)

- Teacher introduces the poem, *"Ti Kayo a Mulak."*

**"Ti Kayo a Mulak"**

Ni Cles B. Rambaud

Adda kayo a mulak  
 Ti naganna ket Sagat  
 Dakdakkelen ngem siak  
 Ta kanayon a sibugak

Nagadun ti bulongna  
 Ti angin dalusanna  
 Adu pay ramutna  
 Tenglenda ti daga

Taripatuek daytoy mula  
 A Sagat ti naganna  
 Adut' maipaayna a grasia  
 Kadatayo a parsua.

- Teacher asks pupils to read as a group. Then, ask for pupils to read individually. Call pupils who rarely present or talk in front of the class to read in pairs or individually.



**Teacher says:** *Ubbing, maipanggep iti ania ti danin? Segun iti danin, ania ti maalatayo manipud iti daytoy? Kasano a mataripatotayo dagiti mulatayo ken uray dagiti mulmula iti aglawlawtayo?*

(Children, what is the poem about? According to the poem, what can we get from it? How can we take care of our plants and even these plants around us?)

- Teacher leads pupils in talking about protecting the Earth and conserving the resources.

# 2

## PANAGIBASA ITI READ ALOUD: NI INGGOLOK KEN TI PLANETA PAKASKAS

### NOTES

### (READING OF THE READ ALOUD STORY: SI INGGOLOK AT ANG PLANETA PAKASKAS)

#### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

#### *Panangammo iti Dati nga Ammo Dagiti Ubbing* (Activating Prior Knowledge)

**Teacher says:** *Nagbasatayo itattay iti danin maipanggep iti kayo a maysa kadagiti bambanag iti lubong. Ania ti nagan ti planetatayo? Ammo kadi no ania ti planeta? Ania dagiti sabsabali pay a planeta iti solar system?* (Earlier, we read a poem about a tree which is one of the things in the world. What is the name of our planet? ... Do you know what a planet is? What are the other planets in the solar system?)

#### *Panagbugto ken Panangisagana iti Panggep ti Ibasang Istorya* (Prediction and Setting a Purpose for Reading)

- Teacher shows the cover of the book and asks pupils questions to talk about it.

**Teacher says:** *Kitaen ti akkub ti libro. Ania ti makitayo? Ania ti paulo ti istorya? Asino ti autor ken nangiladawan wenno ilustrador ti istorya? Ania ti madlawyo maipapan kadagiti bambanag iti planeta? Asino wenno ania ti kangrunaan nga agbibigay iti istorya?* (Look at the cover of the book. What do you see? What is the title of the story? Who is the author and illustrator of the story? What do you notice about the things in the planet? Who or what is the main character in the story?)

- Teacher lets volunteer pupils read the title.

**Teacher says:** *Iti panagkunayo, maipanggep iti ania ti istorya? Ania ti kayatyo a maammuan maipapan iti istorya?* (What do you think is the story about? What do you want to know about the story?)

#### DAGITI ARAMIDEN BAYAT TI PANAGIBASA (DURING READING ACTIVITIES)

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Here are some suggested pages.

**After reading p. 4 –** *Agpada kadi ti lubongtayo ken ti Planeta Pakaskas? Ania ti pagdumaanda?* (Is Planeta Pakaskas the same as our world? What is its difference?)

#### NOTE

The words used in the story are simple and appropriate for the grade level. Teacher has the option of unlocking difficult words, when applicable.

#### NOTE

The cover of the book does not have the authors and illustrators. During story reading, teacher mentions that authors and illustrators after reading the title.

## NOTES

**Before reading p. 5** [Show the picture to the pupils.] – *Ania pay dagiti bambanag a mabalin a kanen idiay Planeta Pakaskas? Ania ti nakaaramidan ti baybay iti nasao a planeta?* (What other things can be eaten in *Planeta Pakaskas*? What is the sea made of in the planet?)

**After reading p. 9** – *Apay a nagbuteng ni Inggolok? Ania ti aramiden ni Inggolok ken ti pamiliana?* (Why was *Inggolok* afraid? What would *Inggolok* and his family do?)

**Before reading p. 13** [Show the picture to the pupils.] – *Apay a makasagit ni Inggolok? Ania ti nakitana?* (Why was *Inggolok* crying? What did he see?)

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story.  
Below are some examples:

*Asino ti kangrunaan nga agbibig iti istoria?*  
(Who is the main character in the story?)

*Ania ti nagan ti planeta?* (What is the planet's name?)

*Agpada kadi ti Planeta Pakaskas ken ti planetatayo? Apay nga agpada wenno apay a saan nga agpada?* (Is *Planeta Pakaskas* the same as our planet? Why or why is it not the same?)

*Ania ti nagan dagiti tattao iti Planeta Pakaskas? Ania ti kanayon nga ar-aramidenda?* (What is the name of the people in *Planeta Pakaskas*? What are they always doing?)

*Ania ti napasamak iti Planeta Pakaskas?*  
(What happened in *Planeta Pakaskas*?)

## 3

**PANAMAGSASARUNO KADAGITI PASAMAK:  
NI INGGOLOK KEN TI PLANETA PAKASKAS  
(SEQUENCING EVENTS IN THE STORY)**

- Teacher posts jumbled pictures of events in the story.  
These can be blown-up pictures from the book without the text.  
Ask volunteer pupils to arrange the events as they happen in the story. Let pupils talk about the events depicted in the pictures.



**Dagiti Aramidén (Activity):**

**NOTES**

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_  
Seksion: \_\_\_\_\_

Pagsasarunuen dagiti pasamak maibasar iti istoria. Isurat ti numero a maysa (1) iti umuna a pasamak, (2) iti maikadua, (3) iti maikatlo, (4) iti maikapat, ken (5) iti maikalima.

|  |  |
|--|--|
|  | Dagiti tattao iti planeta a maaw-awagan iti Nguyamnguyam ket nalainda a mangan. Awan sardengda nga agngalngalngal. Dandani maibusen ti Planeta Pakaskas. |
|  | Agtultuloy ti ibabassit ti Planeta Pakaskas. Agingga iti nagpukawen a namimpinsan ti planeta.  |
|  | Adda maysa a planeta a maaw-awagan iti Pakaskas. Mabalin a kanen ti amin nga adda iti Planeta Pakaskas.  |
|  | Nagdisso ni Inggolok ken ti pamiliana iti sabali a planeta.  |
|  | Nagbuteng ni Inggolok iti mabalin a mapasamak iti pamiliana ken iti pagtaenganda.  |

**4**

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** Istoryaen ti “Ni Inggolok ken ti Planeta Pakaskas” kadagiti kameng ti pamilya. Kayatyo ti agnaed iti Planeta Pakaskas? Apay a wen wenno apay a saan? Ania ti magustuanyo iti planeta? Ibinglayyonto inton bigat dagiti sungbatyo. (Retell the story, *Si Inggolok at ang Planetang Pakaskas*, to your family members. Do you want to live in *Planeta Pakaskas*? Why or why not? What do you like about the planet? You will share your answers tomorrow.)

## ALDAW

2

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussion on familiar topics
- (2) **MTIOL-IVa-i-1.3** Use descriptive words in discussion
- (3) **MTIPWR-IVa-i-6.2** Spell correctly Grade 1 level words consisting of letters already learned
- (4) Retell a story listened to
- (5) **MTIGA-IVa-d-2.4** Identify describing words that refer to color in sentences



## MATERIALS

1. Copy of Read Aloud Story: *Ni Inggolok ken ti Planeta Pakaskas*
2. Pictures of events from the Read Aloud Story
3. Color names written on flash cards
4. Spelling words written on flash cards

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**


**Teacher says:** *Ubbing, idi kalman, inikkankayo iti asaynmentyo.*

*Dagitoy dagiti saludsod: Kayatyo ti agnaed iti Planeta Pakaskas?*

*Apay a wen wenno apay a saan? Ania ti magustuanyo iti planeta?*

*Ibinglayyo kadagiti kaabayyo dagiti sungbatyo kadagiti saludsod.*

(Children, yesterday I left you with a homework. These were the questions: Do you want to live in *Planeta Pakaskas*? Why or why not? What do you like about the planet? Talk to the person beside you about your answers to the questions.)

- After 10 minutes of sharing, teacher asks for volunteer pupils to share their answers to the class.

2

**PANANGISTORIA ITI NABASA A READ ALOUD:  
NI INGGOLOK KEN TI PLANETA PAKASKAS**
**(RETELLING OF THE READ ALOUD STORY:  
SI INGGOLOK AT ANG PLANETA PAKASKAS)**

- With the pictures used in Day 1, teacher asks pupils to retell the story in parts. Pupils will pass around a stuffed toy or a ball while music is played. When the music stops, the pupil holding the ball will start retelling the first part of the story using the picture from the story. After the pupil finishes the story, the music starts again and the ball is passed. This goes on until the whole story is told and all of the pictures have been used.

- After story retelling, teacher asks questions about the story. Below are some examples:

*Ania ti malagipyo maipapan iti Planeta Pakaskas? Ania ti makanmo idia?* (What do you remember about *Planeta Pakaskas*? What can you eat there?)

*Ania ti inaramid ni Inggolok ken ti pamiliana? Husto kadi ti inaramidda? Apay?* (What did *Inggolok* and his family do? Did they do the right thing? Why?)

NOTES

*No sika ti kapamilya ni Inggolok, ania ti aramidem tapno maprotektaram ken maaywanam ti planeta?* (If you were Inggolok's family, what would you do to protect and take care of the planet?)

Teacher asks pupils to imagine what *Planeta Pakaskas* would look like if they were there. What would they like to see? What would they like to taste? Let them draw these in their notebooks.

3

**DAGITI BALIKAS A PAGILADAWAN (ADJECTIVES)**

- Teacher shows pupils the cover of the Read Aloud book, *Ni Inggolok ken ti Planeta Pakaskas*. Ask pupils about the colors found in the cover of the book.

**Teacher says:** *Ania dagiti maris a makitayo iti akkub ti libro? . . .*

*Ania ti maris ti baybay? . . . Ania ti maris ti lollipop? . . . Ania ti maris ti cupcake?* (What colors do you see in the cover of the book? . . .

What is the color of the sea? . . . What is the color of the lollipop? . . . What is the color of the cupcake?)

- Teacher points to objects that will make pupils give primary colors and common colors as answers. Teacher accepts answers given in English and Filipino, and when there is an appropriate and common term in Mother Tongue, he or she gives and explains the term to the pupils.
- Teacher shows the pupils the color names written on flash cards. Have pupils read the words. Here are some suggested color names:

|             |                 |               |                 |              |                   |
|-------------|-----------------|---------------|-----------------|--------------|-------------------|
| <i>kiaw</i> | <i>nalabaga</i> | <i>balbag</i> | <i>nangisit</i> | <i>puraw</i> | <i>kayumanggi</i> |
|-------------|-----------------|---------------|-----------------|--------------|-------------------|

- Teacher asks pupils to think of things with the above colors [yellow, red, blue, black, white, and brown]. He or she lets them use the words in sentences.

Examples: *Kiaw ti maris ti init.* (The sun is yellow).

*Ti maris ti langit ket balbag.* (The sky is blue.)

*Nalabaga ti rosas.* (The rose is red.)

**Teacher says:** *Ania a klase a balikas dagiti maris a kiaw, balbag*

*ken nalabaga? . . . Ania ti iladladawan ti balikas a "kiaw"? . . . Ania*

*ti iladladawan ti balikas a "balbag"? . . . Dagiti nagan dagiti maris ket*

*balikas a pangiladawan. Ania ti awagtayo kadagiti pangiladawan a balikas?*

(What kind of words are yellow, blue and red? . . . What does the

word "yellow" describe? . . . What does the word "blue" describe? . . .

The color names are words that describe.

What do we call describing words?)

- Teacher lets pupils color the drawings they made from the previous activity.

## NOTES

*Dagiti Aramiden (Activities)*

- I. Usaren dagiti balikas a pagiladawan iti patang.  
(Use the adjectives in sentences.)

*nangisit* (black) - \_\_\_\_\_

*langto* (green) - \_\_\_\_\_

*nalabaga* (red) - \_\_\_\_\_

- II. Timbukelan dagiti balikas a pagiladawan kadagiti patang.  
(Circle the adjectives in the sentences)

*Adda nangisit a bagko.* (I have a black bag.)

*Natayag ti kayo iti hardin.* (The tree in the garden is tall.)

*Langto ti bestida ni Norma.* (Norma's skirt is green.)

*Nalabaga ti bagna.* (Her bag is red.)

*Nasam-it ti saba.* (The banana is sweet.)

## 4

**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

- Teacher introduces spelling words and asks questions from the story that will elicit the spelling words. As pupils answer, he or she displays the spelling words written on flashcards.

|   |                    |
|---|--------------------|
| <i>Sadino ti ayan ti Pakaskas?</i>  | <b>planeta</b>     |
| <i>Iti istoria, ania ti masapul a panawandan?</i>                                   | <b>pagtaengan</b>  |
| <i>Nagbuteng ni Inggolok idi _____ daytoy a dandanin maibus ti Planeta Pakaskas</i> | <b>nadlaw</b>      |
| <i>Ania ti inaramid ni Inggolok iti pagtaenganda?</i>                               | <b>pinanawanna</b> |
| <i>Sadino ti timmayabanda?</i>  | <b>law-ang</b>     |
| <i>Ania ti nakitada a napasamak iti planeta idi sumiripda?</i>                      | <b>nagudua</b>     |
| <i>Kasano kadakkel ti baro a planeta a nagdissuanda?</i>                            | <b>bassit</b>      |
| <i>Iti gibus ti istoria, ania ti napasamak ken ni Inggolok?</i>                     | <b>managsaluad</b> |
| <i>Ania ti inkari ni Inggolok nga aramidenna iti baro a planeta?</i>                | <b>saluadan</b>    |
| <i>"Masapul a saluadantayo ti baro a pagtaengantayo," ti _____ ni Inggolok.</i>     | <b>inkari</b>      |

- Teacher lets pupils read the words and copy them in their notebooks.

NOTES

## 5 PANAGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher asks pupils to show their drawings to their seatmates. After 10 minutes of sharing, he or she collects the pupils' work.

### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIVCD-IVa-i-3.1** Identify, give the meaning of, and use compound words in sentences
- (3) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization
- (4) **MTIPWR-IVa-i-3.2.1** Write simple sentences correctly

### ALDAW

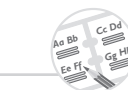
3

## I INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN PARA ITI GRADO I

### (ROUTINE: READING SIGHT WORDS AND OTHER GRADE LEVEL WORDS)

**Teacher says:** *Ubbing, adda sumagmamano a balikas a kayatko a basaenyo. Sumagmamano kadagitoy ti nabasayo idin. Nasayaat ti kanayon nga agsanay nga agbasa kadagiti balikas tapno lumaing kayo pay nga agbasa ken agsurat.* (Children, I have some words I want you to read. You have met some of these words before. It is good to always practice reading words to improve reading and writing.)

- Teacher drills pupils on sight words learned previously. Depending on the level of mastery of the pupils, teacher has the option of presenting the same words or different set of words. Teacher also adds words recently discussed such as the color names and the spelling words.



### MATERIALS

- Flashcards with words

## 2 PANANGREPASO: NAGPARIS A BALIKAS (REVIEW: COMPOUND WORDS)

- Teacher reviews compound words with pupils. Teacher gives sentences for pupils to identify the compound words.

Example: *Naimas ti naprito a bulong-unas.*  
(Fried scabbardfish is tasty.)

## NOTES

- Teacher asks pupils to use compound words in sentences.  
Teacher asks pupils to write sentences on the board.

**Dagiti Aramiden (Activity):**

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

**I. Timbukelan dagiti nagparis a balikas iti tunggal patang.**

- Adda ni nanang idia y ballasiw-taaw.
- Naimas ti linuto ni manang nga uong-garami idi rabii.

**II. Usaren dagiti balikas iti patang.**

- ipus-tigre
- bulong-unas

## 3

**PANAGSURAT KADAGITI PATANG  
(WRITING SENTENCES)**

- Using words from the spelling list, teacher jumbles words to form sentences and asks pupils to arrange the words in order to make sense. Use 5-7 words from the spelling list.

Examples:

|         |         |          |          |              |
|---------|---------|----------|----------|--------------|
| planeta | bassit  | a        | nagadayo | ti           |
| masapul | a       | aglawlaw | ti       | saluadantayo |
| panawan | narigat | ti       | a        | pagtaengan   |

- After arranging the sentences, teacher asks pupils to write the sentences properly. He or she draws their attention on the beginning letter of the sentences, and how the sentences end.

Examples: Nagadayo ti bassit a planeta.  
Masapul a saluadantayo ti aglawlaw.  
Narigat a panawan ti pagtaenganmi.

- Teacher asks pupils to write the sentences in their notebooks and reminds them of proper punctuation and capitalization.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives **homework**.

**Homework:** No makaaramidkayo iti bukodyo a planeta, kasano ti langana? Ania ti adda iti planetayo? Idrowing ti planetayo. Koloran ti drowing.  
(If you can make your own planet, how will it look like?  
What will be in your planet? Draw the planet. Color your drawing.)

### OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles
- (2) **MTIVCD-IVa-i-3.2** Identify and use synonyms, antonyms, homonyms (when applicable), and words with multiple meanings correctly
- (3) **MTISS-IVa-e-4.2** Get information from a simple bar graph
- (4) **MTIC-IVa-i-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling

### ALDAW

4

## I INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)

Teacher asks pupils to show their homework to their partners and talk about it. After paired sharing, ask for volunteer pupils to share to the class. He or she asks pupils to talk about the colors and shapes of the planet that they illustrated.



### MATERIALS

1. Synonyms and Antonyms written on flashcards
2. Bar graph written on manila paper

2

## KAARNGI (WORDS WITH MULTIPLE MEANINGS/ HOMONYMS)

- Teacher shows words that are homonyms written on flashcards.

Examples:

|      |      |      |
|------|------|------|
| daya | kali | daga |
|------|------|------|

**Teacher says:** *Ubbing, ammoyo ti kaipapanan dagitoy a balikas? Usarenyo dagitoy iti patang.* (Children, do you know the meaning of these words. Use these words in a sentence.)



- Teacher leads pupils in using the words in different context. For instance, using “daga” to mean earth or soil and “daga” to mean a kind of knife. Teacher draws attention to the words and asks if they notice anything with the words used.

**Teacher says:** *Maawagan dagitoy a balikas iti Kaarngi, wenno balikas nga agpada iti ispeleng ngem agduma iti pannakaibalikas ken kaipapanan. Kas pagarigan, iti patang a “Sumingising ti init iti daya”, ania ti kaipapanan ti “daya”? Iti patang, “Nakadayá dagiti taraon”, ania ti kaipapanan ti “dayá”? (These words are called Kaarngi, or words spelled alike but different in pronunciation and meaning. For example, in the sentence, “Sumingising ti init iti daya” [The sun rises in the east], what is the meaning of “daya”? ... In the sentence, “Nakadayá dagiti taraon” [The foods are prepared], what is the meaning of “dayá”?)*



## NOTES

## Aramiden (Activity)

Kompletuen ti istoria babaen ti panagusar kadagiti kaarngi.  
(Complete the story using homonyms.)

daya                      kali                      daga

Idi napan idia \_\_\_\_\_ ni Miguel ta adda nagiyawis iti \_\_\_\_\_, adda nakitana nga agtaytayab a \_\_\_\_\_.

Nagganas ngatan ti agtayab, kinunana iti bagina ket no mabalin, dinan kayat a baddekan ti \_\_\_\_\_. Ngem pagam-ammuan ta napariaw ni Miguel. Natinnag iti \_\_\_\_\_ ta nakatangad met la ngaminen. Naimbag ta saan a nauneg ti nakatnaganna ket saan a nadangran. Inkarina iti bagina nga agan-annadton a magna.

(Miguel saw a flying crow when he went to the east to attend a gathering. "Maybe it feels good to fly and to not walk on land", he thought. Miguel suddenly shouted. He fell in a hole on the ground because he was looking at the sky while walking. Good thing the hole was not deep. He didn't get hurt. He promised himself that he will be careful whenever he is walking.)

## 3

**PANANGREPASO: DAGITI BAR GRAPH  
(REVIEW: BAR GRAPHS)**

- Teacher shows a sample bar graph and asks pupils if they remember what it is. He or she gives pupils five minutes to talk about the graph, and another five minutes to talk in pairs. He or she provides guide questions for pairs to discuss.

Examples:

*Ania ti makitayo iti ladawan?*

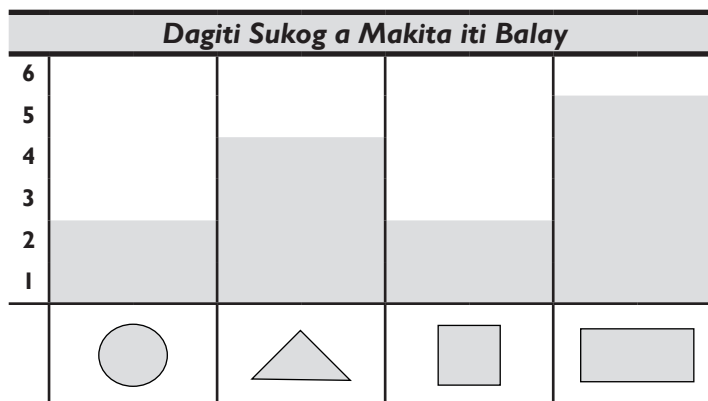
(What do you see in the picture?)

*Maipapan iti ania ti bar graph?*

(What is the bar graph about?)

*Ania dagiti patang a maaramidyo maibasar iti bar graph?*

(What sentences can you make based on the bar graph?)





- Teacher calls on volunteers to share what they have talked about in pairs. He or she lets them write a sentence based on the bar graph.

### Dagiti Aramiden (Activity)

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

#### Dagiti Magusgustuan a Kanen Dagiti Ubbing

|   |            |         |          |           |
|---|------------|---------|----------|-----------|
| 5 |            |         |          |           |
| 4 |            |         |          |           |
| 3 |            |         |          |           |
| 2 |            |         |          |           |
| 1 |            |         |          |           |
|   | Banana cue | Inkiwar | Bibingka | Ginettaan |

Panagsurat iti tallo a patang maibasar iti bar graph.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- As homework, teacher reminds pupils to review spelling words.

### NOTES

## ALDAW

5

## OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Use descriptive words in discussions
- (2) **MTIPWR-IVa-i-6.2** Spell correctly Grade I level words consisting of letters already learned
- (3) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copy of Read Aloud Story: *Ni Inggolok ken ti Planeta Pakaskas*

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)**


**Teacher says:** *Ubbing, adda kadi paggugustoyo a libro wenno istoria? Wenno adda ketdi met nangnangneg wenno nabasayo nga istoria iti nabiit pay. Lagipenyo ti istoria. Kalpasanna, pagsaritaanyo ken ti kaabayyo.* (Children, do you have a favorite book or story? Or maybe you have heard or read of a new story recently? I will give you three minutes to think about it. Recall the story. Then, talk to your seatmate.)

- Teacher gives pupils five minutes to talk to their seatmate. Then, teacher asks for volunteer pupils to share their stories to the class.

2

**DAGITI BALIKAS A MAISPELING (SPELLING TEST)**

- Teacher gives spelling test to pupils.

**Dagiti Balikas a Maispeling**

I. *Pannakaidiktat. Mangpili kadagiti balikas manipud kadagiti maispeling a balikas sa mangsurat iti 5 a patang.* (Dictation. Choose words from the spelling words and write 5 sentences)

II. *Pilien ti husto a pannakaisurat dagiti balikas a maispeling.*

|            |          |         |
|------------|----------|---------|
| 1. inkari  | innkari  | enkari  |
| 2. nagodwa | nagudua  | nagodua |
| 3. basit   | basitt   | bassit  |
| 4. law-ang | lawwang  | laoang  |
| 5. planita | planeyta | planeta |

## 3

### ADDA KADUA WENNO KAKADUA A MANGBASA ITI LIBRO A READ ALOUD: NI INGGLOK KEN TI PLANETA PAKASKAS

## NOTES

#### (SHARED READING OF THE READ ALOUD STORY: SI INGGLOK AT ANG PLANETA PAKASKAS)

- Teacher rereads the story. Teacher asks volunteer pupils to read parts of the story.
- Teacher asks questions about the story facilitating discussion on conserving energy and the environment.

*Ania napasamak iti Planeta Pakaskas?*  
(What happened to *Planeta Pakaskas*?)

*Ania ti mapasamak iti lubongtayo no saantayo nga aywanan?*  
(What can happen to our world if we don't take care of it?)

*Ania ti masapul nga aramidem tapno maaywanam ti aglawlaw?*  
(What must you do to take care of the environment?)

*Idiay balayyo, kasano nga ipakitam ti panaginut iti enerhia?*  
(In your home, how can you practice conservation of energy?)

*No awan ti agbnybnya iti TV, ania ti aramidem?*  
*No awan tao iti kuarto ket nakasindi ti silaw, ania ti aramidem?*  
(If no one is watching TV, what will you do?  
If there is no one in the room and the lights are on,  
what will you do?)

## 4

### SANGKABUNGGOYAN A PANAGSISINUKAT ITI KAPANUNOTAN: TI BUKODKO A PLANETA (BRAINSTORMING ACTIVITY: MY PLANET)

**Teacher says:** *Ubbing, mangpanunottayo iti kayattayo a planeta. Mangaramidtayo iti planeta para iti klase. Ania dagiti kapanunotanyo maipapan iti daytoy a planeta?* (Children, we are going to think of a planet we like. We are going to make planet for your class.  
What are your ideas about the planet?)



a

- Teacher asks pupils to imagine a planet. Return their drawings from Day 3 and use them as basis for their imagination. Provide questions so pupils can talk about the imaginary planet. As pupils answer, write their answers on the board using a graphic organizer.

*Ania ti nagan ti bukodmo a planeta?*  
(What is the name of your planet?)

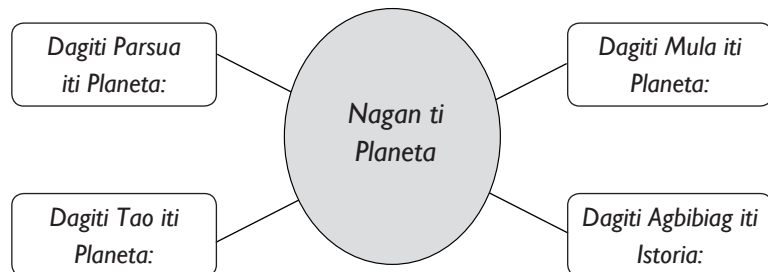
*Ania dagiti parsua iti planeta? Kasano kadakkelna dagitoy?*  
*Ania ti langa dagitoy?* (What creatures are in the planet?  
How big are they? What did they look like?)

## NOTES

*Ania ti maris ti danum iti planeta?* (What is the color of the water?)

*Iladawan dagiti mula iti planeta.* (Describe the plants in the planet.)

*Adda kadi tattao iti planeta? Ania ti langada? Ania ti ar-aramidenda?*  
(Are there people in the planet? What do they look like?  
What do they do?)



- After the class activity, teacher lets pupils do the brainstorming activity on their own. He or she provides a worksheet with a graphic organizer similar to what was used above for their brainstorming. Let them use their drawings from Day 3 as reference.

Teacher asks pupils to share their work with their seatmates. Then, he or she asks for volunteer pupils to share to the class their seatmate's work.

## 5

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework.

**Homework:** *Ipakita kadagiti kameng ti pamilya dagiti bukod a kapanunotan maipapan iti planeta. Makisarita kadaknada maipapan kadagiti kapanunotan no ania ti planeta. Isubli ti worksheet inton Lunes iti sumaruno a lamas.* (Show your family members the ideas you have about a planet. Talk to them about your idea of a planet. Bring the worksheet back on Monday next week.)

WEEK

34

## TEACHER'S GUIDE

# GRADE I

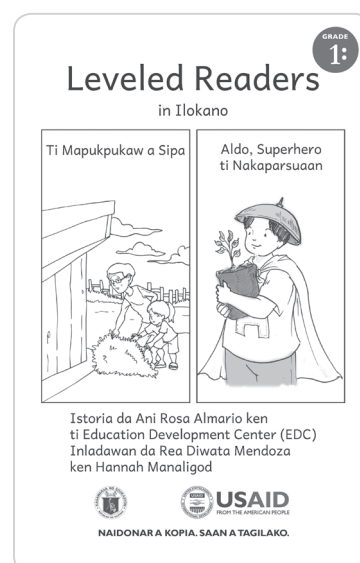
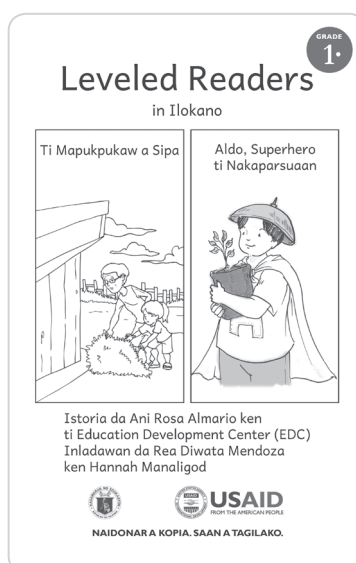
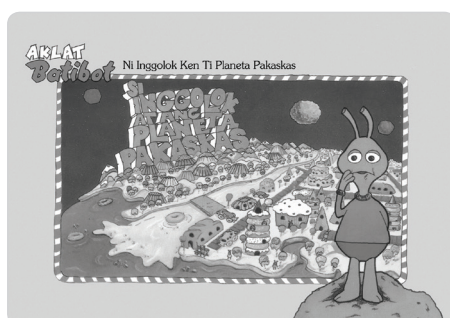
## MOTHER TONGUE

## ILOKANO

**THEME: PANAGINUT ITI ENERHIA KEN TI NAKAPARSUAAN  
(CONSERVING ENERGY AND THE ENVIRONMENT)**

**READ ALOUD STORY: NI INGGLOK KEN TI PLANETA PAKASKAS  
(SI INGGLOK AT ANG PLANETANG PAKASKAS)**

**LEVELED READER: "ALDO, SUPERHERO TI NAKAPARSUAAN"  
(“ALDO, SUPERHERO OF THE ENVIRONMENT”)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 34 (50 MINUTES PER DAY)**

**Theme:** *Panagintut iti Enerhia ken ti Nakaparsuaan*

**(Conserving Energy and the Environment)**

**Read Aloud Book:** *Ni Inggolok ken ti Planeta Pakaskas*

**(Si Inggolok at ang Planetang Pakaskas)**

**Leveled Reader:** *“Aldo, Superhero ti Nakaparsuaan”*

**(“Aldo, Superhero of the Environment”)**

| Day   | Domain | Objectives  | Subject Matter   |
|-------|--------|---|--|
| Daily | OL     | <ul style="list-style-type: none"> <li>• <b>MT IOL-IVa-i-1.3</b><br/>Talk about familiar objects using descriptive words</li> <li>• <b>MT IOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> <li>• <b>MT IOL-IVc-d-4.2</b><br/>Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Song/Poem/Riddle/Chant</li> <li>• Sight Words</li> </ul>   |
|       | PWR    | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | LC     | <ul style="list-style-type: none"> <li>• <b>MT ILC-IVc-d-9.1</b><br/>Sequence events in a text listened to</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i><br/>(<i>Si Inggolok at ang Planeta Pakaskas</i>)<br/>Retold by: Rene O. Villanueva and Lem Garcellano;<br/>Illustrator: Bernard Bunag and Jojo Topacio</li> <li>• Sequencing Events</li> <li>• Composing Activity</li> </ul> |
|       | C      | <ul style="list-style-type: none"> <li>• <b>MT IC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MT IPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> <li>• <b>MT IC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul> |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher asks questions related to the theme or lessons discussed</li> </ul> <p>b. Song/Poem/Chant/Riddle</p> <ul style="list-style-type: none"> <li>Teacher introduces a song, poem, chant, or riddle</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Teacher introduces sight words and other grade level words</li> </ul>  | <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about assigned topics</li> </ul> <p>b. Story Telling</p> <ul style="list-style-type: none"> <li>Pupils recite or sing a poem, song, chant, or riddle</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Pupils practice reading sight words and other grade level words</li> </ul>  |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to sequence events in the story. Then, he or she asks them to retell the story.</li> </ul> <p>3. Differentiated Writing Activities: My Planet</p> <ul style="list-style-type: none"> <li>Teacher instructs different groups to do writing activity</li> </ul> <p>Group 1: Draw and label their planets<br/>Groups 2: Draw and write sentences about their planets</p> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Inggolok ken ti Planeta Pakaskas</i></p> <ul style="list-style-type: none"> <li>Pupils participate actively during retelling of the story</li> </ul> <p>3. Differentiated Writing Activities: My Planet</p> <ul style="list-style-type: none"> <li>Pupils write about their planets</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils bring home their composition and show it to family members</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |  |

| Day | Domain     | Objectives  | Subject Matter  |
|-----|------------|---|---|
| 1   | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>  |   |
| 2   | <b>G</b>   | <ul style="list-style-type: none"> <li>• Uses describing words in writing sentences</li> <li>• Uses action words in writing sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• Describing Words</li> </ul>  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |   |
| 3   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade 1 level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“Aldo, Superhero ti Nakaparsuaan”<br/> (“Aldo, Superhero of the Environment”)<br/>Author: Ani Rosa Almario;<br/>Illustrator: Hannah Manaligod</li> <li>• Spelling Words</li> </ul> |
|     | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-7.2.1</b><br/>Read phrases, sentences, and/or short stories</li> </ul>   |   |
|     | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade 1 level words consisting of letters already learned</li> </ul>  |   |
|     | <b>RC</b>  | <ul style="list-style-type: none"> <li>• <b>MTIRC-IVd-5.2</b><br/>Relate events to one's experience</li> </ul>  |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities   |
|---|--|
| <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   |  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Review: Adjective</p> <ul style="list-style-type: none"> <li>Teacher reviews lesson on adjectives and verbs. He or she instructs pupils in writing sentences using adjectives.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher plays a game of verbs and adjectives</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Review: Adjectives</p> <ul style="list-style-type: none"> <li>Pupils participate actively in review lesson on adjectives and verbs. Pupils write sentences using adjectives and verbs.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils participate actively in a game of verbs and adjectives</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: “Aldo, Superhero ti Nakaparsuaan”</p> <ul style="list-style-type: none"> <li>Teacher divides the class into two groups and distributes appropriate text according to their level</li> </ul> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher presents high frequency words and some phrases from the story</li> <li>Teacher shows the pictures on each page and asks pupils to talk about them</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to read the leveled reader. Then, he or she tells Pupil A to read to Pupil B and reverse roles.</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions to discuss the story</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: “Aldo, Superhero ti Nakaparsuaan”</p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read high frequency words and some phrases from the story</li> <li>Pupils look at the pictures and talk about them. Pupils give the title, author, and illustrator of the book.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read the leveled reader in pairs and to each other</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils spell grade level words correctly</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain   | Objectives  | Subject Matter   |
|-----|----------|---|--|
| 3   |          |   |  |
| 4   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> </ul>  | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“Aldo, Superhero ti Nakaparsuaan”<br/> (“Aldo, Superhero of the Environment”)<br/>Author: Ani Rosa Almario;<br/>Illustrator: Hannah Manaligod</li> <li>• Writing about Conserving Water and Energy</li> </ul>   |
|     | <b>C</b> | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |  |
| 5   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>  | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“Aldo, Superhero ti Nakaparsuaan”<br/> (“Aldo, Superhero of the Environment”)<br/>Author: Ani Rosa Almario;<br/>Illustrator: Hannah Manaligod</li> <li>• Spelling Test</li> <li>• Writing about Conserving Energy and Protecting Environment</li> </ul> |
|     | <b>S</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li> </ul>  |  |

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| Teacher Activities  | Learner Activities   |
|---|--|
| 3. Spelling Words <ul style="list-style-type: none"> <li>Teacher highlights spelling words from the story</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   | 4. Concluding the Session <ul style="list-style-type: none"> <li>Homework: Pupils retell the leveled reader to their family members. They think of ways to conserve water and energy.</li> </ul>   |
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Differentiated Writing Activity: Writing about Conserving Water and Energy <ul style="list-style-type: none"> <li>Teacher instructs and models composing activity</li> </ul> 3. Differentiated Activities: Reading and Writing <ul style="list-style-type: none"> <li>Group 1 (Easy Text): Reading<br/>Teacher lets the pupils read the text together as a group</li> <li>Group 2: Writing<br/>Teacher lets pupils do composing activity</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher lets Group 2 pupils read their works to Group 1 pupils</li> <li>Teacher gives homework</li> </ul> | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Differentiated Writing Activity: Writing about Conserving Water and Energy <ul style="list-style-type: none"> <li>Pupils participate actively during whole class instruction of composing activity</li> </ul> 3. Differentiated Activities: Reading and Writing <ul style="list-style-type: none"> <li>Group 1 (Easy Text): Reading<br/>Pupils read the text together as a group</li> <li>Group 2: Writing<br/>Pupils do composing activity</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils in Group 2 read to Group 1 pupils</li> <li>Homework: Pupils review spelling words</li> </ul> |
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> 2. Spelling Assessment <ul style="list-style-type: none"> <li>Teacher gives spelling test</li> </ul> 3. Differentiated Activities: Reading and Writing <ul style="list-style-type: none"> <li>Group 2 (Challenging Text):<br/>Teacher lets the pupils read the text together as a group</li> <li>Group 1: Teacher tells pupils to do a composing activity</li> </ul>  | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> 2. Spelling Assessment <ul style="list-style-type: none"> <li>Pupils correctly spell grade level words</li> </ul> 3. Differentiated Activities: Reading and Writing <ul style="list-style-type: none"> <li>Group 2 (Challenging Text):<br/>Pupils read the text together as a group</li> <li>Group 1: Pupils do composing activity</li> </ul>  |
| <b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br><b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br><b>S</b> – Spelling; <b>HW</b> – Handwriting  |  |

| Day | Domain     | Objectives   | Subject Matter |
|-----|------------|--|----------------|
| 5   | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-I.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul> |                |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>                                   |                |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| 4. Concluding the Session<br><br>• Teacher asks pupils in Group 1 to show their work to pupils in Group 2  | 4. Concluding the Session<br><br>• Pupils in Group 1 show their work to pupils in Group 2 |
| <b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br><b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br><b>S</b> – Spelling; <b>HW</b> – Handwriting |   |

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles
- (2) **MTILC-IVc-d-9.1** Sequence events in a text listened to
- (3) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (4) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization
- (5) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

1. Copy of Read Aloud Story: *Ni Inggolok ken ti Planeta Pakaskas*
2. Pictures of events from the Read Aloud Story

## NOTE

For the week with Leveled Readers, most of the activities will be differentiated. It might be better to already have pupils seated according to groups on Day 1. It is suggested that the teacher group together the lower 30% of the class or those who are still having difficulties in reading and writing. They can be seated in front, close to the teacher so he or she can have more time to conduct one-on-one, paired, or small group guidance with them.

For purposes of this Teacher's Guide, Group 1 will refer to pupils having difficulties in reading and writing while those in Group 2 are those who are on the average or advanced group.

I

## INALDAW A MAARAMID: DANIW (ROUTINE: POEM)

- Teacher reviews the poem learned in Week 33, "*Ti Mulak a Kayo*," to pupils. He or she lets pupils read in pairs or groups of three to the class.
- The teacher can also introduce a different song, poem, chant, or riddle.

2

## PANANGIBASA MANEN ITI LIBRO READ ALOUD: NI INGGLOK KEN TI PLANETA PAKASKAS

## (REREADING OF THE READ ALOUD STORY: NI INGGLOK KEN TI PLANETA PAKASKAS)

- Using the pictures from Week 33, teacher asks pupils to sequence events from the Read Aloud Story.

After sequencing events, teacher asks for volunteer pupils to retell the story.

3

## PANAGPUTAR: TI PLANETAK (COMPOSING ACTIVITY: MY PLANET)

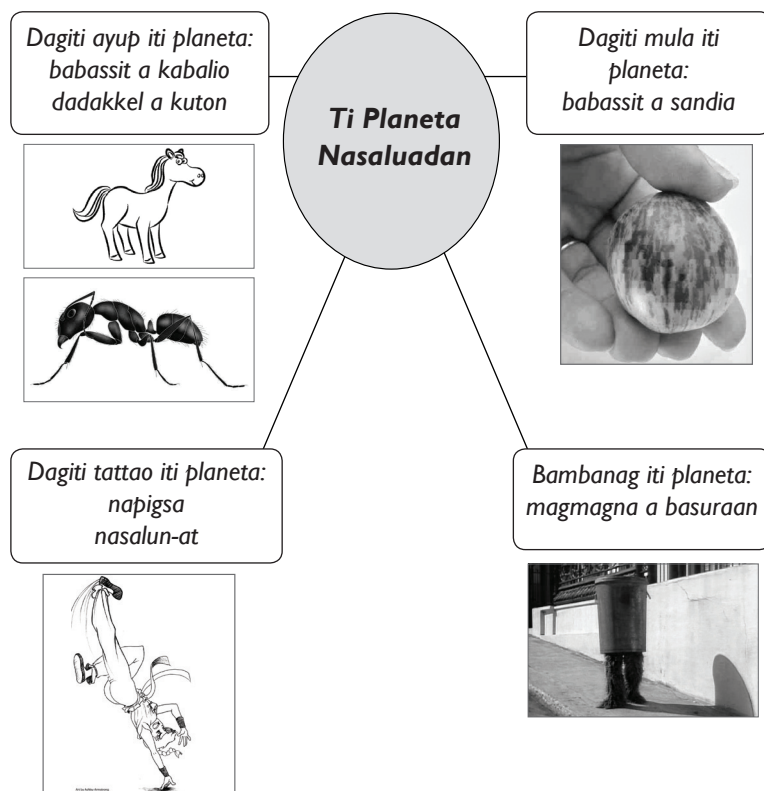
- Teacher asks pupils to take out worksheets of graphic organizers from Week 33.



**Teacher says:** *Ubbing, malagipyo pay kadi ti graphic organizer nga inaramidyo idi napalabas a dominggo? Asino kadakayo ti mayat a mangibinglay iti sango maipapan iti inaramidna a graphic organizer? (Children, do you still remember the graphic organizer you made last week? Who wants to share in front about the graphic organizer you made?)*

- Teacher shows an example of a planet he or she made.

Example:



References:

- (1) picture of horse taken from: <http://animalvogue.wordpress.com/draw-huge-horse/>
- (2) picture of ant taken from: <http://australianmuseum.net.au/image/Ant/>
- (3) picture of girl taken from: <http://roxyryoko.blogspot.com/2012/01/some-fanart-kick.html>
- (4) picture of watermelon taken from: [http://www.aliexpress.com/store/product/Free-shipping-Bonsai-Mini-Watermelon-Seeds-Fruit-seeds/315621\\_696183690.html](http://www.aliexpress.com/store/product/Free-shipping-Bonsai-Mini-Watermelon-Seeds-Fruit-seeds/315621_696183690.html)
- (5) picture of trash can walking taken from: <http://www.toughpigs.com/old-school-3-review>

- Teacher asks for pupils to write sentences about the planet.

Example:

*Daytoy ti Planeta \_\_\_\_\_.*

*Dagiti tattao ditoy ket \_\_\_\_\_ ken \_\_\_\_\_.*

*Adda \_\_\_\_\_ ken \_\_\_\_\_ nga ayup iti planeta.*

*Ti sandia ket \_\_\_\_\_.*

*Ti basuraan ket \_\_\_\_\_. Magma daytoy!*

- Teacher lets pupils read the sentences. Teacher says that pupils will make a similar activity.
  - a. Pupils rewrite their graphic organizers on bond papers. They can still add more ideas if they want.
  - b. They will draw what they have written for every item in the graphic organizer similar to the example above.

NOTES

## NOTES

## c. Differentiated Instruction

Group 1 pupils: They draw and color their work.

They finish the sentence frames:

*Daytoy ti Planeta* \_\_\_\_\_.

*Dagiti tao ditoy ket* \_\_\_\_\_.

Group 2 pupils: They draw and color their work.

They are to write independently three to five sentences about their planets.

- Teacher spends more time with struggling pupils.

***Aramiden Bayat ti Panaguray (Activity while Waiting)***

- For pupils who are done, teacher asks them to form groups of two to four. While other pupils are finishing their work, they exchange works and read each other's work.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Ipakita ti inaramid kadagiti kameng ti pamilyayo. Istoryaen kadakuada ti maipapan iti daytoy. Itugotyo inton bigat dagiti pinutaryo.*

(Show your work to your family members. Talk to them about it. Bring your compositions tomorrow.)



### OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (3) Use describing words in writing sentences
- (4) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs

### ALDAW

2

I

### INALDAW NGA ARAMIDEN: PANAGBIBINNINGLAY (ROUTINE: SHARING)

- Teacher asks volunteer pupils to show and read their compositions to their classmates.
- After sharing, teacher collects their works.

2

### PANAGREPASO: BALIKAS A PAGILADAWAN (REVIEW: ADJECTIVES)

- Teacher reviews adjectives with pupils. Then, teacher asks pupils to fill adjectives to complete the sentences.

Example:

\_\_\_\_\_ ti danum iti karayan.  
(The water in the river is \_\_\_\_\_.)

\_\_\_\_\_ ti kayo a nasarakan iti tuktok ti bantay.  
(The tree found on the top of the mountain is \_\_\_\_\_.)

\_\_\_\_\_ ti ikan iti baybay.  
(The fish in the sea is \_\_\_\_\_.)

- Teacher gives more examples of the activity to ensure master of the concept of adjectives for pupils.

#### Aramiden (Activity)

- For activity on adjectives in sentences, refer to MTB-MLE Ilokano Learner's Material for Grade 1 pp. 65-66.

## NOTES

## 3

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher plays a game.

Instructions:

- Teacher says either a word.
- If the word is an adjective, pupils stand up. If it is not an adjective, pupils remain in their seats.
- Those who make the wrong action will not participate during the remainder of the game. They go to the side and watch the others as the game finishes.

## ALDAW

## 3

## OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIPWR-IVa-i-7.2.1** Read phrases, sentences, and/or short stories
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIRC-IVd-5.2** Relate events to one's experience



## MATERIALS

- Copies of Leveled Readers: “*Aldo, Superhero ti Nakaparsuaan*”

## I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI  
BALIKAS A KANAYON A MAAR-ARAMAT KEN  
DADDUMA PAY A BALIKAS A PARA ITI GRADO I****(ROUTINE: READING OF SIGHT WORDS  
AND GRADE LEVEL WORDS)**

- Teacher shows sight words that pupils will read. This serves as a review of sight words learned in Quarter 3. Teacher adds other words taken from the Leveled Reader. Below are some suggested words from the leveled reader that teacher can include in the reading drill.

|                  |               |                 |                     |                 |
|------------------|---------------|-----------------|---------------------|-----------------|
| <i>Aldo</i>      | <i>aginut</i> | <i>koriente</i> | <i>nakaparsuaan</i> | <i>klasrum</i>  |
| <i>superhero</i> | <i>danum</i>  | <i>gripo</i>    | <i>mangisalakan</i> | <i>pagsibug</i> |

- Teacher asks four to five pupils to read the words individually. He or she can use a running record or formative assessment of the pupil's skill.

# 2

## PANANGIBASA ITI LEVELED READER: “ALDO, SUPERHERO TI NAKAPARSUAAN”

### (READING OF THE LEVELED READER: “ALDO, SUPERHERO OF THE ENVIRONMENT”)

#### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

##### a. *Panagbasa iti Balikas* (Word Work)

- Teacher can show the high frequency words again although some of the words are already presented in the activity earlier.

##### b. *Panagbasa iti Prase* (Phrase Reading)

- Teacher shows phrases from the leveled reader in flash cards. He or she asks pupils to read them, assisting them if some phrases are difficult to read.
- Since there are two groups, there are additional phrases that teacher can give to pupils who are in Group 2 (challenging text).

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| <i>makaay-ayo<br/>nga ubing</i>      | <i>makainut iti danum</i>                | <i>gripo iti banio</i>              |
| <i>superhero ti<br/>nakaparsuaan</i> | <i>mangisalakan<br/>iti nakaparsuaan</i> | <i>mangiddep iti<br/>bentilador</i> |
| <i>pagsibug iti<br/>arubayan</i>     | <i>makainut iti<br/>koriente</i>         | <i>klase ti kampeon</i>             |

- Additional Phrases for Group 2 (challenging text)

|                          |                                  |                          |
|--------------------------|----------------------------------|--------------------------|
| <i>sakbay nga agawid</i> | <i>dadduma pay a<br/>klasrum</i> | <i>saanna a sayangen</i> |
|--------------------------|----------------------------------|--------------------------|

##### c. *Panangbuya Kadagiti Ladawan* (Picture Walk)

- Teacher lets pupils look at the pictures on each page of the book. Teacher asks a question so pupils can talk about it.

Example: *Ania ti makitayo iti ladawan?*  
(What do you see in the picture?)

##### d. *Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istorya* (Setting the Scene)

- Teacher asks pupils to look at the cover of the book and give the title, author, and illustrator of the book.

**Teacher asks:** *Iti panagkunayo, maipapan iti ania ti istorya?*  
(Who do you think is the story about?)

### NOTE

If pupils have not yet been divided according to abilities into Group 1 and Group 2, ensure that for this day, pupils are segregated according to Groups 1 and 2.

For Group 1 pupils (struggling readers), teacher gives them the easier text. This can be identified with the **single dot mark** indicated on the cover of the book. Group 2 pupils (average to advanced readers) will read the more challenging text. This can be identified with **two dot marks** on the cover of the book.



## NOTES

**ARAMIDEN BAYAT TI PANAGBASA  
(DURING READING ACTIVITIES)**

- Teacher distributes the leveled readers to respective group of pupils. Teacher reminds pupils of the things they can do when they encounter a difficult word to read.



**Teacher says:** *Laglagipen a no marigatankayo a mangbasa, adda tallo a mabalin nga aramiden: 1) kitaen dagiti ladawan tapno adda pagilasinan iti narigat a balikas; 2) kitaen ti umuna a letra sa parnuayen ti unina ket aramiden daytoy kadagiti dadduma pay a letra; 3) apaman a mabasayo ti balikas, basaen ti sibubukel a patang ket amirisen no adda kaipapanan ti sibubukel a patang.*

(Remember, if you have a hard time reading a word, you can do three things: 1) look at the picture for clues about the difficult word; 2) look at the first letter and give the sound then do this for the rest of the letters; 3) once you have read the word, read the whole sentence and check if the sentence makes sense.)

- Teacher goes around and listens in as pupils read. More time may be spent with struggling pupils to help them develop their decoding and fluency skills.
- Teacher also uses the time to do formative assessment and to take note of pupils' skills and progress. Teacher takes note of pupils who are able to use certain strategies to decode. Praise them and mention them in class. Teacher asks them to show or narrate to the class how they were able to decode a word on their own.

**NOTE**

Considering the different abilities of pupils, some may finish earlier than others. While waiting for other pupils to finish, the following activities can be given to pupils.

**Aramiden Bayat ti Panaguray (Activity while waiting):**

- Teacher instructs that those who have finished reading to do the following:

For Group 2 (challenging text)

- Look for sentences that end with an exclamation point (!) or a question mark (?).
- Copy these sentences in your notebook.
- Practice reading them with expression.

For Group 1 (easy text)

- Look at the pictures and identify things found in the picture.
- Look for common words such as “superhero”, “*nakaparsuaan*”, “*danum*” and “*koriente*”. Let them keep a tally of these words.

**DAGITI ARAMIDEN KALPASAN TI PANAGBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the text read. Here are some suggested questions:

*Malagipyo ni Aldo? Ania ti inaramidna iti napalabas nga istoria?*

(Do you remember Aldo? What did he do in the previous story?)

NOTES

*Apay a superhero ti nakaparsuaan ni Aldo? Ania ti ar-aramidenna?*  
(Why is Aldo a superhero of the environment? What does he do?)

*Apay a di kayat ni Aldo ti agsayang iti danum ken koriente?*  
(How come Aldo does not want to waste water and electricity?)

*Ket sika? Mangpanunot kadagiti wagas tapno saan nga agsayang iti danum ken koriente.* (How about you? Think of ways by which you do not waste water and electricity.)

3

**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

**Teacher says:** *Ita, ubbing, adda dagiti balikas a kayatko a masursuroyo no kasano nga ispelingen. Basaentayo dagiti balikas ket padasentayo nga ispelingen. Kalpasanna, usarenyo dagitoy a balikas a mangbukel kadagiti patang.* (Now children, I have some words that I want you to learn how to spell. Let's read the words and try to spell them out. After, I will ask you to make sentences using these words.)

Example:

*koriente* → k ... o ... r ... i ... e ... n ... t ... e ... → *koriente*

Here are the suggested spelling words:

|                     |                 |                 |                 |                |
|---------------------|-----------------|-----------------|-----------------|----------------|
| <i>nakaparsuaan</i> | <i>arubayan</i> | <i>gripo</i>    | <i>koriente</i> | <i>pinggan</i> |
| <i>danum</i>        | <i>iserra</i>   | <i>pagsibug</i> | <i>makainut</i> | <i>ugasan</i>  |

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework:

**Homework:** *Istoriaen kadagiti kameng ti pamiliayo ti nabasayo nga istoria nga "Aldo, Superhero ti Nakaparsuaan."* Mangpanunot kadagiti wagas tapno makainut iti danum ken koriente. (Read to your family members the story you read, "Aldo, Superhero of the Environment." Think of ways of conserving water and electricity.)

## ALDAW

4

## OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (4) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (5) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copies of Leveled Readers: “Aldo, Superhero ti Nakaparsuaan”

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)**

- Teacher asks pupils if they were able to think of ways of conserving water or electricity. He or she lets pupils talk in pairs.
- After five to ten minutes, teacher calls on volunteer pupils to share to the class.

2

**PANAGBASA ITI PAMILIAR A BALIKAS ITI ISTORIA (FAMILIAR REREAD)**

- Teacher distributes the leveled reader from Quarter 3, “Aldo, ti Superhero.”
- Teacher tells pupils that they will read the story again and let them first read in pairs. After, she assigns pages for small groups to read to the class. Then, he or she let the whole class read together.
- Teacher focuses on pupils’ skill to read the familiar text fluently.

3

**PANAGPUTAR: PANAGINUT ITI DANUM KEN ENERHIA (WRITING ACTIVITIES: CONSERVATION OF WATER AND ENERGY)**

**Teacher says:** *Ubbing, ibinglayyo ti insuratyo no kasano a makainut iti danum wenno enerhia. Idrowingyo ti kapanunotanyo.*  
(Children, share what you wrote on how to conserve water or energy. Draw your ideas.)

- Teacher asks volunteer pupils to share to the class. Then, he or she asks these pupils to draw their idea and write a sentence about it. Ask 10 volunteers to share and write on the board.

Example:



*Kanayon nga iserrak ti gripo no saan a maus-usar.*

- After 10 minutes, tell pupils to do different activities per group, but that all of them will experience both writing and reading.

## 4

### AGDUMA NGA ARAMIDEN: PANAGBASA KEN PANAGSURAT

#### (DIFFERENTIATED ACTIVITIES: READING AND WRITING)

- **Teacher says:** *Ubbing, nagrupokayo iti dua. Ti Umuna a Grupo* (easy text), *basaenyo manen ti istoria, “Aldo, Superhero ti Nakaparsuaan.” Ti Maikadua a Grupo, mangisuratkayo kadagiti wagas no kasano a makainut iti danum ken koriente.*  
(Children, you are divided into two groups. Group 1 [easy text] will read again the story, “Aldo, the Superhero of the Environment.” Group 2 will write ways to conserve water and electricity.)
- While Group 2 pupils are writing their compositions, teacher lets Group 1 pupils read the story as a whole group, focusing on the dialogues and the expressions in the Leveled Reader. Teacher models the dialogues and the expressions. Then, he or she lets pupils read in pairs with proper expression. Pairs can take turns in reading the text to each other.
- Teacher goes around to monitor the activity and spends more time with the struggling readers.



#### *Aramiden Bayat ti Panaguray* (Activity while waiting):

- For pupils in Group 2 who are done with the writing activity, teacher lets them find a pair and read their composition to each other. Pupils can also color their drawings.

#### NOTES

## NOTES

- For reference, below is a matrix of activities:

| Group 1 Activities  | Group 2 Activities   |
|---|--|
| <p>1. Whole Group Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>Teacher focuses on dialogues and sentences that need to be read with expression. Teacher models how these lines are read.</li> </ul> <p>2. Reading in Pairs</p> <ul style="list-style-type: none"> <li>Teacher goes around supporting struggling readers.</li> </ul> | <p>1. Writing of Ways to Conserve Water and Electricity</p> <ul style="list-style-type: none"> <li>Pupils do writing activity independently.</li> <li>Teacher finds time supporting struggling readers and goes around the group doing writing activity. He or she checks on their progress and answers questions they may have.</li> </ul> <p>2. Sharing of Work</p> <ul style="list-style-type: none"> <li>Pupils who finish early writing their letters can exchange work and read to each other their letters.</li> <li>Pupils can also color their drawings.</li> </ul> |

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. He or she lets pupils in Group 2 show their composition to the pupils in Group 1.
- Teacher reminds pupils to review spelling words for the following day.



### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials

### ALDAW

5

## I

### INALDAW A MAARAMID:

#### PANANGIBASA KADAGITI BALIKAS A KANAYON A MAARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I (ROUTINE: READING OF SIGHT WORDS AND GRADE LEVEL WORDS)

- Teacher drills pupils on common grade level words and spelling words. Depending on abilities of the pupils, teacher may also include the sight words learned in Quarter 3.
- Teacher asks pairs or groups of pupils to read sets of words. He or she can keep a record or observation noted on the progress of the pupils.



### MATERIALS

- Copies of Leveled Readers: “Aldo, Superhero ti Nakaparsuaan”



## 2

### EKSAMEN ITI ISPELING (SPELLING TEST)

- Teacher gives spelling test. He or she may use the format below for giving the spelling test.

#### Eksamen iti Ispeling

I. Diktasyon. Denggen ti maidiktar a patang ket isurat dagiti lima a balikas a maispeling a nausar

II. Timbukelan ti husto a balikas a maispeling.

- |                   |                |              |
|-------------------|----------------|--------------|
| 1. nakaparsuaan   | nakkaparsuwaan | nakaparsuan  |
| 2. makkainnut     | maakainnut     | makainut     |
| 3. mangngisalakan | mangisalakan   | mangizalakan |
| 4. pangsibog      | pangsibog      | pagsibug     |
| 5. koryenti       | koriente       | koryinti     |

## NOTES

III. *Usaren ti balikas a mangisurat iti patang:*

1. *plato* - \_\_\_\_\_

2. *gripo* - \_\_\_\_\_

3. *superhero* - \_\_\_\_\_

## 3

### AGDUMA NGA ARAMIDEN: PANAGBASA KEN PANAGSURAT (DIFFERENTIATED ACTIVITIES: READING AND WRITING)



**Teacher says:** *Ita, ubbing, agsinnukat iti aramiden dagiti grupo.*

*Dagiti adda iti Maikadua a Grupo* (challenging task), *basaenyo manen ti istoria a “Aldo, Superhero ti Nakaparsuaan.”* *Dagiti adda iti Umuna a Grupo*, *mangisurat kadagiti addang no kasano a makainut iti danum ken koriente.* (Children, now the groups will exchange activities. Those in Group 2 [challenging text] will read again the story, “Aldo, Superhero for Environment.” Those in Group 1 will write ways to conserve water and electricity.)

- Teacher lets pupils in Group 2 read the text again in pairs. Pairs can take turns in reading to each other.
- While pupils in Group 2 are reading, instruct Group 2 pupils to do the writing activity. They will illustrate the sentence. For this activity, teacher may first read the sentences to help struggling readers.

#### ***Idrowing ti maipapan iti patang.***

*Iddepen ti TV no  
awan ti agbuybuya.*

*Iserra ti gripo  
no madama a  
sabsabonan  
dagiti ima.*

- Once pupils in Group 1 are doing their activity, teacher lets pupils in Group 2 read the leveled reader as a whole group. Teacher focuses on dialogues and lines that need expression. Teacher models this and pupils follow reading with appropriate expression and speed.

*Aramiden Bayat ti Panaguray* (Activity while waiting):

- For pupils in Group 1 who are done with the writing activity, teacher lets them find a pair and show their works to each other.
- For reference, below is a matrix of activities:

| Group 1 Activities   | Group 2 Activities   |
|--|--|
| <p>1. Guided Writing</p> <ul style="list-style-type: none"> <li>• Teacher gives instruction on activity.</li> <li>• Pupils start their activity.</li> </ul> <p>2. Showing of Works</p> <ul style="list-style-type: none"> <li>• Pupils who finish writing their letters early may exchange work and read to each other their letters.</li> <li>• Pupils can also draw on their letters.</li> </ul> | <p>1. Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>• Pupils read the text in pairs. They take turns in reading to each other.</li> </ul> <p>2. Whole Group Reading</p> <ul style="list-style-type: none"> <li>• Teacher models how to read with appropriate expression and speed.</li> <li>• Pupils read the text as a whole group with appropriate expression and speed.</li> </ul> |

NOTES

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. He or she lets pupils from Group 1 show their drawings to pupils in Group 2



WEEK

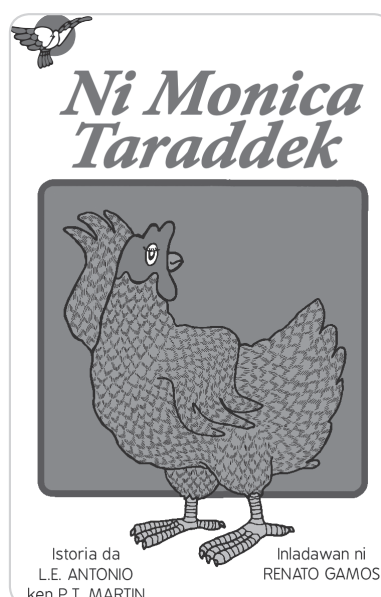
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## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: PANAMAGTALINAED ITI KINADALUS KEN  
KINAPINTAS TI AGLAWLAW  
(MAKING OUR SURROUNDINGS CLEAN AND BEAUTIFUL)**

**READ ALOUD STORY: NI MONICA TARADDEK  
(SI MONICA DALOSDALOS)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 35 (50 MINUTES PER DAY)**

**Theme: *Panamagtalinaed iti Kinadalus ken Kinapintas ti Aglawlaw***

**(Making our Surroundings Clean and Beautiful)**

**Read Aloud Book: *Ni Monica Taraddek (Si Monica Dalosdalos)***

| Day   | Domain     | Objectives   | Subject Matter   |
|-------|------------|--|--|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MT IOL-IVa-i-6.2</b><br/>Participate actively in class discussion on familiar topics</li> <li>• <b>MT IOL-IVa-i-1.3</b><br/>Talk about familiar things using descriptive words</li> <li>• <b>MT IOL-IVc-d-4.2</b><br/>Listen and respond to others in oral conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> <li>• Sharing</li> <li>• Descriptive Words</li> </ul>  |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MT IVCD-IIIa-i-2.1.1</b><br/>Give meanings of words through:<br/>a) picture clues; b) context clues</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Monica Taraddek (Si Monica Dalosdalos)</i><br/>Story by: L.E. Antonio and P.T. Martin;<br/>Illustrator: Renato Gamos</li> <li>• Noting Important Details</li> </ul> |
|       | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>   |  |
|       | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> </ul>  |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher prompts pupils to talk about familiar topics</li> </ul> <p>b. Reading of Sight Words and Grade Level Words</p> <ul style="list-style-type: none"> <li>Teacher drills pupils on reading sight words and grade level words</li> </ul>  | <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about familiar topics</li> </ul> <p>b. Reading of Sight Words and other Grade Level Words</p> <ul style="list-style-type: none"> <li>Pupils read sight words and other grade level words presented by the teacher</li> </ul>  |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Read Aloud Story: <i>Ni Monica Taraddek</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions to stimulate pupils' interest about the story</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher reads the story to the pupils</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions about details in the story</li> </ul> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Read Aloud Story: <i>Ni Monica Taraddek</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils talk about experiences related to the story. They talk about the cover of the story, and set a purpose for reading.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story. They talk about the important details in the story.</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |   |

| Day | Domain     | Objectives   | Subject Matter   |
|-----|------------|--|--|
| I   |            |  |  |
| 2   | <b>LC</b>  | <ul style="list-style-type: none"> <li>• <b>MTILC-Ive-3.2</b><br/>Infer important details from text</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Monica Taraddek</i><br/>(<i>Si Monica Dalosdalos</i>)<br/>Story by: L.E. Antonio<br/>and P.T. Martin;<br/>Illustrator: Renato Gamos</li> <li>• Story Retelling</li> <li>• Inferring Skills</li> </ul> |
|     | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words</li> </ul>   |  |
| 3   | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-7.2.1</b><br/>Read phrases, sentences, and/or short stories</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Writing simple sentences correctly</li> </ul>   |
|     | <b>G</b>   | <ul style="list-style-type: none"> <li>• Uses prepositions in sentences</li> </ul>   |  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul> |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities   |
|---|--|
| <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher gives activity on spelling words from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils participate in the activity on spelling words</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Teacher encourages pupils to retell the story to their family members and do one thing that can help in keeping their home clean and neat.</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the story through dramatization</li> </ul> <p>3. Making Inferences</p> <ul style="list-style-type: none"> <li>Teacher gives activities to develop skills in making inferences</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks questions based on information from a picture</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>Pupils act out the Read Aloud story</li> </ul> <p>3. Making Inferences</p> <ul style="list-style-type: none"> <li>Pupils practice making inferences from text listened to or read</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils make inferences from a picture</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Prepositions</p> <ul style="list-style-type: none"> <li>Teacher discusses common prepositions</li> </ul> <p>3. Writing Sentences</p> <ul style="list-style-type: none"> <li>Teacher reviews the proper way of writing sentences</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Prepositions</p> <ul style="list-style-type: none"> <li>Pupils use prepositions in sentences</li> </ul> <p>3. Writing Sentences</p> <ul style="list-style-type: none"> <li>Pupils make sentences.<br/>They write sentences properly.</li> </ul> <p>4. Concluding the Session</p> <p>Homework: Pupils draw objects and write sentences using prepositions</p>  |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |  |

| Day | Domain     | Objectives   | Subject Matter  |
|-----|------------|--|---|
| 4   | <b>G</b>   | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVe-g-1.5</b><br/>Use describing words in sentences</li> <li>• Uses prepositions in sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Prepositions</li> <li>• Adjectives</li> </ul>   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>       |   |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases using both invented and conventional spelling</li> </ul>  |   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-j-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>       |   |
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade 1 level words consisting of letters already learned</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Monica Taraddek</i><br/>(<i>Si Monica Dalosdalos</i>)<br/>Story by: L.E. Antonio and P.T. Martin;<br/>Illustrator: Renato Gamos</li> <li>• Spelling Words</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases using both invented and conventional spelling</li> </ul>  |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities  |
|---|---|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Review: Prepositions</p> <ul style="list-style-type: none"> <li>• Teacher introduces prepositional phrases</li> </ul> <p>3. Group Activity: Adjectives and Prepositions</p> <ul style="list-style-type: none"> <li>• Teacher instructs group activity. He or she models tasks that each group will have.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Review: Prepositions</p> <ul style="list-style-type: none"> <li>• Pupils use prepositional phrases</li> </ul> <p>3. Group Activity: Adjectives and Prepositions</p> <ul style="list-style-type: none"> <li>• Pupils participate actively in a group activity. They complete sentences using adjectives and prepositions. They interpret a sentence through illustration. They make sentences using prepositions.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Teacher reminds pupils to review spelling words</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Other Grade Level Words</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>• Teacher reads the story again. He or she asks pupils to participate in the reading of the story.</li> </ul> <p>4. Brainstorming Activity: My Favorite Place in School</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to pick one place in school and talk about how to keep the place clean and beautiful</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives instructions for the homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Other Grade Level Words</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Pupils correctly spell grade level words</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>• Pupils actively participate in the story reading. They volunteer to read parts of the story.</li> <li>• Pupils brainstorm for a writing activity</li> </ul> <p>4. Brainstorming Activity: My Favorite Place in School</p> <ul style="list-style-type: none"> <li>• Pupils talk about a place in school and how to keep the place clean and beautiful</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Pupils are given worksheets to draw their favorite place in school.</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussion on familiar topics
- (2) **MTIOL-IVc-d-4.2** Listen and respond to others in oral conversation
- (3) **MTIVCD-IIIa-i-2.1.1** Give meanings of words through:
  - a) picture clues; b) context clues
- (4) **MTIPWR-IVa-i-6.2** Spell correctly Grade I level words consisting of letters already learned
- (5) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly



## MATERIALS

1. Copy of Read Aloud Story: *Ni Monica Taraddek*
2. Pictures showing household chores
3. Spelling words written on flashcards
4. Pictures for vocabulary words

I

## INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)

- Teacher shows pictures of household chores that pupils can do.

Examples:



- Teacher asks pupils to talk about what the children are doing in the picture. He or she encourages them to develop their abilities and confidence in speaking in front of the class.
- Teacher then asks pupils to talk to a classmate seated close to them about household chores they do at home.



**Teacher says:** *Ubbing, ania ti ar-aramidenyo tapno matulonganyo dagiti nagannakyo a mamagtalinaed iti kinadalus ken kinapintas ti balayyo? Kaano nga ar-aramidenyo dagitoy? Pagsaritaanyo man dayta ken ti kaabayyo.* (Children, what do you do to help your parents keep your house clean and beautiful? When do you do these things? Talk about it to the person beside you.)

- After 5 minutes, teacher asks for volunteer pupils to share to the class. After the sharing, talk about the importance of keeping one's surroundings clean.



**Teacher says:** *Importante kadi a dalusan ti aglawlaw? Apay? Ania ti mapasamak no saantayo a dalusan ti aglawlawtayo?* (Is it important to clean our surroundings? Why? What happens if we don't clean our surroundings?)

2

**PANAGIBASA ITI READ LOUD:  
NI MONICA TARADDEK (READ ALOUD STORY:  
SI MONICA DALOSDALOS)**

NOTES

**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)**

a. ***Panangammo iti Dati nga Ammo Dagiti Ubbing***  
**(Activating Prior Knowledge)**

**Teacher says:** *Itattay, nagpapatangantayo ti maipanggep iti panamagtalinaed a nadalus ken napintas ti aglawlawtayo. No agdaldaluskayo, ania ti masapul nga an-annadanyo? Kas pagarigan, no agin-innawakayo iti baso wenno pinggan, kasano nga innawanyo? Agdardaras wenno naannad?* (Earlier, we talked about keeping our surroundings clean and beautiful. If you are cleaning, what do you need to be careful about? For example, if you are washing a glass or plate, how will you wash it? Hurriedly or with care?)

- Teacher calls on volunteer pupils to answer the questions.

**Teacher says:** *Adda basaek ita nga istoria maipapan iti kinaannad no kasta nga agdaldalus wenno agidalimanek kadagiti bambanag. Ngem sakbay a basaek, adda sumagmamano a balikas a kayatko nga ibinglay kadakayo.* (I have a story to read to you today about being careful when cleaning or arranging things. However, before I read, there are some words I want to share with you.)

b. ***Panangammo iti Kayat a Sawen Dagiti Balikas***  
**(Unlocking of Difficulties)**

- Teacher uses pictures, context, or gestures to help pupils describe some of the difficult words in the story.  
Below are suggested words.

1. *lamesita* (stand)

2. *plorera* (flower vase)

- Teacher shows a picture of a stand. He or she asks pupils questions about the picture to help them describe what a “*lamesita*” or a stand is.

**Teacher says:** *Kitaenyo ti ladawan. Ania ti makitayo? . . . Adda dua a banag iti ladawan— ti lamesita ken ti plorera. Asino ti makaitudo no ania lamesita iti ladawan? Asino ti makaitudo no ania ti plorera iti ladawan?* (Look at the picture. What do you see? . . . There are two things in the picture . . . - the stand and the flower vase. Who can point to the stand in the picture? Who can point to the flower vase in the picture?)

## NOTES



Reference:

(1) picture of vase - <http://www.dreamstime.com/royalty-free-stock-photography-vase-flowers-table-chair-image13553647>**Teacher says:** *Sungbatan dagiti saludsod.*

(Answer these questions.)

a. *Ti lamesita ket:* (A stand is:)(1) *Tugaw dagiti ubbing* (chair for children)(2) *Atiddog a lamisaan a pangangan ti sangapamilia*  
(long table where the family eats)(3) *Bassit a lamisaan a pangikabilan iti telepono wenno plorera*  
(a small table that may hold a vase or a telephone)b. *Ti plorera ket:* (A flower vase is:)(1) *Pagkargaan iti arina* (container for flour)(2) *Pagkargaan iti sabong* (container for flowers)(3) *Paglutuan iti sidaen* (pot for cooking)3. *awan-an-annad* (careless)

- Teacher lets pupils read the word “*awan-an-annad*”.



**Teacher says:** *Kankanayon a makabuong ni Marlon iti baso wenno pinggan tunggal aginnaw kadagiti lunglongan. Isuna ket awan-an-annad. . . . Ania ti kayat a sawen ti “awan-an-annad”? Nasayaat kadi ti agbalin nga “awan-an-annad”? (Marlon always breaks a glass or plate when he washes the dishes. He is very careless. . . . What is the meaning of “careless”? Is it good to be called “careless”?)*

- Teacher asks pupils to give their answers. Teacher can talk briefly about the importance of being careful.
- Teacher shows the cover of the book. Let them guess who the careless character is and what her name is.



**Teacher says:** *Kitaenyo ti akkub ti libro. Ania ti paulona? Asino dagiti autor? Asino ti nangiladawan? (Look at the cover of the book. What is the title? Who are the writers? Who is the illustrator?)*



**Teacher says:** *Iti istoriatayo, adda maysa nga aghibiag a saan a naannad. Am-ammo isuna nga “awan-an-annad.” Kitaenyo ti akkub ti libro. Iti panagkunnayo, asino ti saan a naannad? (In our story, there is one careless character. She is sometimes referred to as “careless.” Look at the cover of the book. Who do you think is careless?)*

NOTES

c. ***Panagpugto ken Panangisagana iti Panggep ti Ibasa nga Istorya*** (Prediction and Setting a Purpose for Reading)

**Teacher says:** *Maipapan iti ania ti istorya? Ania dagiti saludsodyo maipapan iti istorya maibasar iti nakitayo iti akkub?* (What is the story about? What questions do you have about the story based on what you see from the cover?)



- Teacher asks for 1 – 2 volunteer pupils to set a question. Write their questions on the board.

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA**  
(DURING READING ACTIVITIES)

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Below are some suggested pages.

**After reading pp. 10–11** – *Kitaen no kasano a dinalusan ni Monica ti pagitlogan ti manok. Iti panagkunayo, ania ti mapasamak iti pagitlogan ti manok?* (Look at how Monica cleans the nest. What do you think will happen to the nest?)

**After reading pp. 14 – 15** – *Ania ti ar-aramiden ni Monica? . . . Iti panagkunayo, ania ti mapasamak iti bulbulong a napuoran?* (What is Monica doing? . . . What do you think will happen to the bonfire?)

**After reading pp. 20 – 21** – *Ania ti aramiden ni Monica? Ania ti mapasamak kadagiti pinggan iti lababo?* (What will Monica do? What will happen to the plates in the sink?)

**After reading pp. 26 – 27** – *Ania ti aramiden ti akimbalay?* (What will the owner of the house do?)

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA**  
(AFTER READING ACTIVITIES)

- Teacher asks pupils questions about the story. First, go back to the motive questions earlier set.

**Teacher says:** *Apay a naawagan ni Monica nga “awanan-annad”?*  
*Talaga kadi a saan a naannad isuna? Apay a naibagayo ti kasta?*  
*Ania dagiti napasamak gapu ta saan a naannad isuna?*  
(Why is Monica called “careless”? Is she really careless? Why do you say so? What are the things that happened because she wasn’t careful?)



- If there are other questions set earlier, go back to these questions and answer them.

*Ania ti pagaayat ni Monica nga aramiden?*  
(What does Monica like doing?)

## NOTES

*Ania ti kanayon a problema maipapan iti ar-aramiden ni Monica?*  
(What is usually the problem about what Monica does?)

*Karurodmo kadi met ni Monica?*

*Apay a karurodmo wenno apay a saanmo a karurod?*

(Would you also get mad with Monica? Why or why not?)

*Ania ngata ti nasayaat nga aramiden ni Monica?*

(What should Monica better do?)

## 3

### DAGITI BALIKAS A MAISPELING (SPELLING WORDS)

- Teacher shows spelling words written on flash cards. Let pupils read the words. Then, let them spell the words and read them.  
Example:

*plorera* → p ... l ... o ... r ... e ... r ... a ... → *plorera*

- After each word, teacher asks pupils to use the words in a sentence. Here are the suggested words for spelling:

|                 |                 |                  |                |                |
|-----------------|-----------------|------------------|----------------|----------------|
| <i>plorera</i>  | <i>lamiseta</i> | <i>pinidutna</i> | <i>dalusan</i> | <i>agsagad</i> |
| <i>naginnaw</i> | <i>binagkat</i> | <i>nasayaat</i>  | <i>agannad</i> | <i>kosina</i>  |

- Teacher gives the activity below. Remind pupils about the mechanics of writing sentences correctly. If necessary, review making and writing sentences.

#### Aramiden (Activity):

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_  
Seksion: \_\_\_\_\_

*Mangsurat iti 5 a patang babaen ti panangusar kadagiti lima a balikas a maispeling. Mabalin nga usaren dagiti balikas iti baba.*  
(Write 5 sentences using 5 spelling words (spelling words).  
You can use then words below)

|   | <i>ti nabuong</i>                   | <i>ti dakkell</i> | <i>nakataptapok</i> | <i>nagadu</i> | <i>pinggan</i> |
|---|-------------------------------------|-------------------|---------------------|---------------|----------------|
| 1 | <i>Nabuong ti nagadu a pinggan.</i> |                   |                     |               |                |
| 2 |                                     |                   |                     |               |                |
| 3 |                                     |                   |                     |               |                |
| 4 |                                     |                   |                     |               |                |
| 5 |                                     |                   |                     |               |                |



NOTES

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Istoriaen ti “Ni Monica Taraddek” kadagiti kameng ti pamilyayo. Mangaramid iti maysa a banag a makatulong a mamagtalinaed a nadalus ken nadalimanek iti balayyo. Ibinglayyonto dayta inton bigat ditoy klase.* (Retell the story, *Ni Monica Taraddek*, to your family members. Do one thing that can help in keeping your home clean and neat. Be ready to share this in class tomorrow.)

**OBJECTIVES**

- (1) **MTIOL-IVc-d-4.2** Listen and respond to others in oral conversation
- (2) **MTIF-III-IVa-i-1.3** Read Grade I level words
- (3) **MTILC-Ive-3.2** Infer important details from text

**ALDAW**

2

I

**INALDAW NGA ARAMIDEN: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher asks pupils about their homework. He or she lets them talk in pairs and share about something they did the previous tonight to help keep their homes clean and orderly. After 5 minutes, teacher asks 4 – 5 volunteer pupils to share to the class.



**MATERIALS**

- Copy of Read Aloud Story: *Ni Monica Taraddek*

2

**PANANGISTORIA ITI NABASA A LIBRO:  
NI MONICA TARADDEK (RETELLING OF THE  
READ ALOUD STORY: SI MONICA DALOSDALOS)**

- Teacher divides the class into groups. He or she assigns parts of the story to the groups. These parts could be written on strips of paper. He or she gives groups 10 minutes to practice and asks them to present in class.
- After each group presents, he or she asks a volunteer pupil from another group to narrate or explain what the group presented.

## NOTES

## 3

## PANAGPALUTPOT (MAKING INFERENCES)

## a. Deducing Monica's Careless Behavior



**Teacher says:** *Iti istoria a "Ni Monica Taraddek," kasano a maibagayo nga awanan-annad ni Monica? Ania dagiti pasamak wenno pagteng iti istoria a mangted iti pagilasinan nga awanan-annad ni Monica?* (In the story, Monica Dalosdalos, why do we say that Monica is careless? What situations or events in the story give you clues that Monica is careless?)

- Teacher lets pupils talk in pairs first to answer the questions. Then, he or she asks for volunteer pupils to give their answers to the class.

## b. Deducing the Feeling of the Owner of the House



**Teacher says:** *Ubbing, ania ti napasamak kabayatan ti panangpidpidut ni Monica kadagiti riduma ti naburak a plovera?* (Children, what happened while Monica was picking up the pieces of the broken vase?)

- Teacher shows pupils the last four pages of the story, pages 26 – 27 and 28 – 29. He or she reads the last parts of the story and asks the pupils how the owner of the house felt.



**Teacher says:** *Ania ti narikna ti akimbalay? Apay a naibagayo ti kasta? Nailanad kadi iti istoria? . . . Ania dagiti pagilasinan a daytoy ti nariknana? Ania ti inaramidna?* (How did the owner of the house feel? How can you say this? Is it written in the text of the story? . . . How did he show what he felt? What did he do?)

- Teacher leads pupils to explain that although the text did not say explicitly how the owner of the house felt, they are able to get clues from what the owner did based on the text and the picture.

## c. Deducing if Monica's Realization

- Teacher asks pupils to read the last sentence of the story:  
*"Agaramidka la ngaruden iti nasayaat, sika pay ti aghalin a daksanggasat!"*



**Teacher says:** *Ania ti kaipapanan daytoy? Apay a naibaga ni Monica daytoy? Ania ti nariknana bayat ti panangibagana kadagitoy a balikas? . . . Husto kadi wenno saan ti ar-aramiden ni Monica? Ania ti husto ken ania ti saan a husto iti ar-aramiden ni Monica? . . . Iti panagkunayo, naamiris ni Monica ti riro wenno kamalina? Apay a naibagayo ti kasta?* (What is the meaning of this? Why do Monica say this? What did she feel while saying these words? . . . Did Monica do things right? What was wrong about Monica's way of doing things? Was Monica aware of the mistakes she did? Why do you say so?)

- Teacher leads pupils to talking about Monica's last words and connects it to how she must be feeling and if indeed she realized her mistake or not.

**Teacher says:** *Ubbing, no dadduma, adda dagiti impormasion manipud iti istoria a saan a nakasurat ngem maawatantayo segun iti ladawan wenno iti ibaghaga wenno ar-aramiden ti karakter wenno agbibig. Kas pagarigan, saan a naisurat iti libro a makarurod ti akimbalay, ngem nakitatayo iti inaramidna a talaga a makarurod isuna ken ni Monica.*

(Children, sometimes there are information from the story that is not written but we understand them based on the picture or what a character is saying or doing. For example, it was not written in the book that the owner of the house was mad, but we saw from what he did that he was indeed mad at Monica.)

#### NOTE

Discussion of letter (c) might be difficult for some Grade I students. It is up to teacher's discretion if he or she wants to discuss this part. However, it would be good to open the last statement of Monica for discussion. Accept different answers from pupils and make it an opportunity to practice oral language development and listening comprehension skills.

## 4 PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher shows various pictures and lets pupils guess the event based on the information they get from the picture.



**Teacher says:** *Kitaen ti ladawan. Ania ti makitayo? Iti panagkunayo, ania ti okasyon? Apay a naibagayo ti kasta? (Look at the picture. What do you see? What do you think is the occasion? Why do you say so?)*



**Teacher says:** *Kitaen ti ladawan. Ania ti makitayo? Ania ti napasamak? ... Nagtudo kadi iti napigsa wenno nakapsut? ... Nagtudo kadi iti Sabado wenno Domingo? ... Ania ti maibagayo maipapan iti daytoy? (Look at the picture. What do you see? What happened? ... Did it rain hard or only a little? ... Would this be a Saturday or Sunday? ... How can you say this?)*

## ALDAW

3

## OBJECTIVES

- (1) **MTIPWR-IVa-i-7.1** Read sight words and other grade level words
- (2) Use prepositional phrases in sentences
- (3) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization



## MATERIALS

- Prepositions written on flash cards

## NOTE

Although pupils have been taught and have practiced reading sight words in Quarter 3, the decision to review sight words is at teacher's discretion depending on the needs of the pupils. Alternatively, teacher may opt to introduce other common words and content-related terms (e.g. Math and Science terms).

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

**(ROUTINE: READING SIGHT WORDS AND OTHER GRADE LEVEL WORDS)**

- Teacher asks pupils to read sight words and grade level words, including spelling words. He or she may assign rows or groups to read different sets of words.

2

**PREPOSISION (PREPOSITIONS)**

- Teacher asks questions using the story as springboard to highlight some prepositions. Teacher can show the pages in the book to refresh the pupils' memory and help them answer the questions.
- As pupils answer, teacher writes their answers on the board. He or she uses the flash card with the prepositions written on them.



**Teacher says:** *Ubbing, lagipentayo man ti istoria a Ni Monica Taraddek.* (Children, let's recall the story, *Ni Monica Taraddek*.)

- a. *Iti rugi ti istoria, nakabuong ni Monica iti sumagmamano nga itlog. Apay a nabuong dagiti itlog? Ayanda dagiti itlog?* (In the beginning of the story, Monica broke some eggs. Why were the eggs broken? Where were the eggs?) [ans: inside the nest]

uneg

ti pagitlogan

- b. *Nauram ti garami. Apay a nauram? Sadino ti nagpuoran ni Monica?* (The hay was set on fire. Why was it on fire? Where was Monica having a bonfire?) [ans: near the hay]

asideg

ti garami

NOTES

c. *Nabuong ti plorera bayat ti panangdalus ni Monica iti lamesita.*

*Apay a nabuong ti plorera? Iti panagkunayo, sadino ti ayanna ti plorera?*

(The vase was broken while Monica was cleaning the stand.

Why was the vase broken? Where do you think was the vase?)

[possible ans: beside the lamesita; under the lamesita; on top of the lamesita; on the lamesita]

**abay**    *ti lamesita*    **sirok**    *ti lamesita*

**ngato**    *ti lamesita*    **rabaw**    *ti lamesita*

- Teacher lets pupils read the prepositions on flash cards. Teacher asks pupils questions about the words. He or she leads them to saying that the words give the location of objects.

**Teacher says:** *Ania ti ibagbaga dagitoy a balikas? Ania ti maammuantayo maipapan iti maysa a banag maibasar kadagitoy a balikas?*

(What do these words tell? What do we know about an object based on these words?)

*Ibaga dagitoy a balikas ti lokasion wenno ayan ti banag, lugar, ayup wenno tao.*

*Awagantayo ida iti preposision.* (These words tell us the location of an object, place, animal, or person. We call them prepositions.)

*Adda kadi ammoyo a balikas a mangipaay iti lokasion?*

(Are there words you know that give location?)

- If pupils give more prepositions, teacher can write these on the board. There will be more opportunities for pupils to know and use other prepositions which may not be included here.

3

**PANAGBUKEL KADAGITI PATANG  
(WRITING SENTENCES)**

- Teacher asks pupils to make sentences using the words on the flash cards (prepositions). Teacher may also show a picture for them to write about.



Reference:

(1) picture taken from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=7515>

## NOTES

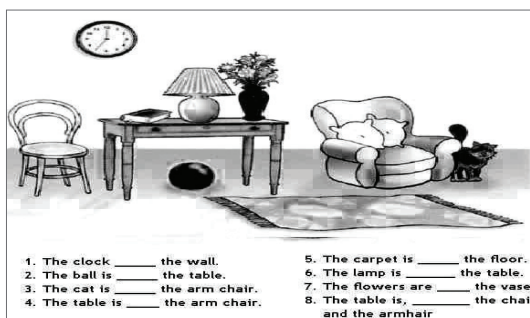
- Teacher lets volunteer pupils to write their sentences on the board. After they have all written, check for accuracy in spelling, capitalization, and punctuation.
- Teacher gives activity to pupils. He or she makes sure that before they start working independently, pupils have understood the instructions well. Depending on the need, teacher may first model the tasks to the pupils.

*Dagiti Aramiden (Activity)*

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

Seksion: \_\_\_\_\_

- I. Mangsurat iti tallo a patang maipapan iti ladawan.  
Mabalin nga usaren dagiti balikas iti baba.



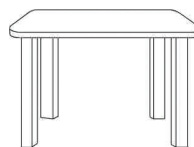
Reference:

(1) picture taken from: <http://tx.english-ch.com/teacher/jocelyn/kids-a/prepositions-of-place/>

| ti | plorera | daytoy | libro | ti | pusa | tugaw |
|----|---------|--------|-------|----|------|-------|
| 1  |         |        |       |    |      |       |
| 2  |         |        |       |    |      |       |
| 3  |         |        |       |    |      |       |
|    |         |        |       |    |      |       |

- II. Mangsurat iti tallo a patang maipapan iti ladawan.  
Mabalin nga usaren dagiti balikas iti baba.

- a. Adda bola iti  
rabaw ti lamesita



- b. Adda ti libro iti  
abay ti bag.



References:

(1) table: <http://www.dragoart.com/tuts/1372/1/1/how-to-draw-a-table.htm>(2) bag: [http://www.aliexpress.com/store/product/2013-New-2D-Drawing-3D-Jump-Handbag-Shoulder-Canvas-From-Cartoon-Paper-Messenger-Bag-44552/424242\\_1224839934.html](http://www.aliexpress.com/store/product/2013-New-2D-Drawing-3D-Jump-Handbag-Shoulder-Canvas-From-Cartoon-Paper-Messenger-Bag-44552/424242_1224839934.html)

NOTES

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Mangkita iti dua a banag iti pagtaengan ket agusar kadagiti preposision tapno maibaga no sadino ti pakasarakan kadagitoy [pagarigan: iti ngato, iti abay, iti likud]. Idrowing dagitoy a banag ken mangisurat iti maysa patang para iti tunggal maysa. [Pagarigan: Adda ti pusa iti ngato ti kayo. Adda iti sirok ti lamisaan ti bola.]* (Look for two objects at home and use prepositions to tell where they are found [ex: on top, beside, at the back]. Draw these objects and write one sentence for each. [Ex: The cat is on top of the tree. The ball is under the table.]

**OBJECTIVES**

- (1) **MTIGA-IVe-g-1.5** Use describing words in sentences
- (2) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials
- (3) **MTIC-IVa-i-1.3** Express ideas through phrases using both invented and conventional spelling
- (4) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials

**ALDAW**

4

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher asks pupils to show their homework to their partners and talk about it. After paired sharing, ask for volunteer pupils to share to the class. Ask pupils about the object they have drawn: Where is it located? What is it? Describe it.

2

**PANANGREPASO KADAGITI PREPOSISION  
(REVIEW: PREPOSITIONS)**

- Teacher shows the picture used the previous day to review prepositions and introduce more prepositions.



**MATERIALS**

1. Prepositions written on flash cards
2. Pictures (trigger pictures for prepositions)
3. Writing and coloring materials for group work

## NOTES

- Teacher asks questions that lead pupils to using prepositions in their answers. As they give their answers, post the prepositions written on flash cards on the board.



Reference:

(1) picture taken from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=7515>

**Teacher says:** *Ubbing, malagipyo kadi pay dagiti balikas a naadaltayo idi kalman?* (Children, do you still remember the words that we learned yesterday?)

|        |      |       |      |       |     |
|--------|------|-------|------|-------|-----|
| asideg | uneg | batog | igid | ngato | iti |
|--------|------|-------|------|-------|-----|

- Teacher lets pupils read these words and then use them in sentences to talk about the picture.



**Teacher says:** *Adda pay sabsabali a balikas a kapada daytoy. Pagarigan, ayanna ti bola? . . . Ayanna ti payong? Ayanna ti libro? Ayanna ti tugaw?* (There are other words similar to this. For example, where is the ball? . . . Where is the umbrella? Where is the book? Where is the chair?)

- As pupils answer, teacher posts the flash cards with prepositions together with their answers.

|       |                |           |                        |
|-------|----------------|-----------|------------------------|
| sirok | ti lamesita    | nagbaetan | ti mansanas ken bolpen |
| uneg  | ti pagbasuraan | likud     | ti lamesita            |

- Teacher asks pupils to read the words written on flash cards.



**Teacher says:** *Malagipyo pay no ania ti aramiden wenno ipakita dagitoy a balikas? Ania ti nagan dagitoy a balikas?* (Do you still remember what these words do or show? What is the name of these words?)

## 3

### ARAMID A PARA ITI GRUPO: PANAGSURAT (GROUP ACTIVITY: WRITING)

- Teacher divides the pupils into groups of three or four. Explain to pupils that each small group will have an activity card and that each activity card has three or four items that each of them must answer. Teacher gives an example of the tasks to model group activity.



- Teacher does the task for the whole class before dividing them into groups to do their group tasks.

**Task 1:** *Kompletuen ti patang.* (Complete the sentence)

Ti \_\_\_\_\_ (*balikas a pagiladawan*) a pusa ket naglemmeng iti \_\_\_\_\_ (*preposision*) ti karton.

(The \_\_\_\_\_ (adjective) cat is \_\_\_\_\_ (preposition) the box.)

{ For this activity, guide teachers into giving an adjective for the first blank and a preposition in the second blank. Teacher may need to review adjectives discussed in the previous week.

**Task 2:** *Idrowing ti kayat a sawen ti patang.*

*Adda ti baso iti rabaw ti tugaw.* (The glass is on top of the chair.)

**Task 3:** *Amirisen ti ladawan maibasar iti drawing.*

Examine the picture based on the drawing.



**Possible answers:**

*Adda ti billit iti ngato ti kayo.*  
(The bird is on top of the tree.)

*Adda ti kayo iti sirok ti billit.*  
(The tree is under the bird.)

Reference:  
(1) picture taken from: <https://drawception.com/panel/drawing/fN2s3336/happy-bird-on-top-of-a-tree/>





- After the sample tasks are answered, teacher gives grouping reminders to pupils.
- Here are some suggested tasks per group. Each group activity card has three tasks meant for a 3-member group. However, teacher has the option of adding a drawing or sentence writing task if the group is composed of more than 3 members; ideally, not more than five members. The teacher can either add more activity cards or two groups can have the same activities.

## NOTES

### NOTE

It is important that pupils assign roles in doing their tasks and that these roles are rotated among group members.

## NOTES

|   |  |
|---|--|
| <p>Aramiden: Grupo _____</p> <p>1. Kompletuen ti patang.</p> <p>Ti _____ (balikas a pagiladawan) a bola ket adda iti _____ (preposision) ti aparador.</p> <p>2. Idrowing ti kayat a sawen ti patang.</p> <p>Ti nalabaga a krayola ket adda iti uneg ti baso.</p> <p>3. Amirisen ti ladawan segun iti drowing. Examine the picture based on the drawing.</p> | <p>Aramiden: Grupo _____</p> <p>1. Kompletuen ti patang.</p> <p>Ti _____ (balikas a pagiladawan) a balay ket adda iti _____ (preposision) ti simbaan.</p> <p>2. Idrowing ti kayat a sawen ti patang.</p> <p>Ti berde a kuaderno ket adda iti likud ti tugaw.</p> <p>3. Amirisen ti ladawan maibasar iti drowing. Examine the picture based on the drawing.</p> |
|   |    |
| <p>Aramiden: Grupo _____</p> <p>1. Kompletuen ti patang.</p> <p>Ti _____ (balikas a pagiladawan) nga aso ket immuli iti _____ (preposision) ti kayo.</p> <p>2. Idrowing ti patang.</p> <p>Ti nangisit a lapis ket adda iti abay ti bola.</p> <p>3. Idrowing ti kayat a sawen ti patang.</p>   | <p>Aramiden: Grupo _____</p> <p>1. Kompletuen ti patang.</p> <p>Ti _____ (balikas a pagiladawan) nga ubing ket naglemmeng iti _____ (preposision) ti kayo.</p> <p>2. Idrowing ti patang</p> <p>Ti balbag a bola ket adda iti sango ti karton.</p> <p>3. Idrowing ti kayat a sawen ti patang.</p>   |
|    |   |

- After 10 to 15 minutes, teacher asks pupils to exchange their works with a different group so other groups can look and comment on it. Then, he or she asks groups to present their works to the class.

NOTES

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- As homework, teacher reminds pupils to review spelling words.

**OBJECTIVES**

- (1) **MTIPWR-IVa-i-6.2** Spell correctly Grade I level words consisting of letters already learned
- (2) **MTIC-IVa-i-1.3** Express ideas through phrases using both invented and conventional spelling
- (3) **MTIPWR-IVa-i-7.1** Read sight words and other grade level words

**ALDAW**

5

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI  
BALIKAS A KANAYON A MAAR-ARAMAT KEN  
DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

**(ROUTINE: READING SIGHT WORDS  
AND GRADE LEVEL WORDS)**

- Teacher asks pupils to read sight words and grade level words, including spelling words. He or she asks individual pupils who may have difficulty with some of the words to read two to three words individually. Guide them to successfully read a couple of these words.



**MATERIALS**

- Copy of Read Aloud Story:  
*Ni Monica Taraddek*

2

**EKSAMEN ITI ISPELING (SPELLING TEST)**

- Teacher gives spelling test to pupils.

***Eksamen iti Ispeling***

I. *Diktasion. Isurat dagiti lima a balikas a maispeling a nausar kadagiti naidiktang a patang.* (Write the 5 spelling words used in the dictated sentences.)

II. *Timbukelan ti kamali ti ispelingna a balikas iti patang. Isurat manen ti patang ket usaren ti nakorehir nga ispeling.* (Circle the misspelled word in the sentence. Rewrite the sentence using the correct spelling)

## NOTES

1. \_\_\_\_\_ Nakataptapok ti lamesita ni lola.
2. \_\_\_\_\_ Nagadu ti aramiden idiy eskuela.
3. \_\_\_\_\_ Nagadu unay ti baniomi.
4. \_\_\_\_\_ Napintas ti plorera ni Monica.
5. \_\_\_\_\_ Nagluto isuna idiy kosina.

## 3

**ADDA KADUA WENNO KAKADUA A MANGBASA ITI LIBRO A READ ALOUD: NI MONICA TARADDEK**
**(SHARED READING OF THE READ ALOUD STORY: SI MONICA DALOSDALOS)**

- Teacher rereads the story. Teacher asks volunteer pupils to read parts of the story.
- Teacher asks questions about the story facilitating discussion on keeping one's surrounding clean and beautiful.



**Teacher says:** *Ubbing, tumultulongkayo kadagiti obra iti balay?*

*Ania nga obra iti balay ti kayatyo nga aramiden? Ania ti maaramidyo tapno madalusan ken mapagtalinaed ti kinapintasna ti balayyo?*

(Children, do you help in doing house chores? What chores do you want to do at home? What can you do to clean and keep your house beautiful?)

## 4

**SANGKABUNGGOYAN A PANAGSISINUKAT ITI KAPANUNOTAN: PANANGPAPINTAS ITI AGLAWLAW TI ESKUELAAN**
**(BRAINSTORMING ACTIVITY: BEAUTIFYING THE SCHOOL ENVIRONMENT)**


**Teacher says:** *Ubbing, panunotenyo ti paboritoyo a lugar iti eskuela.*

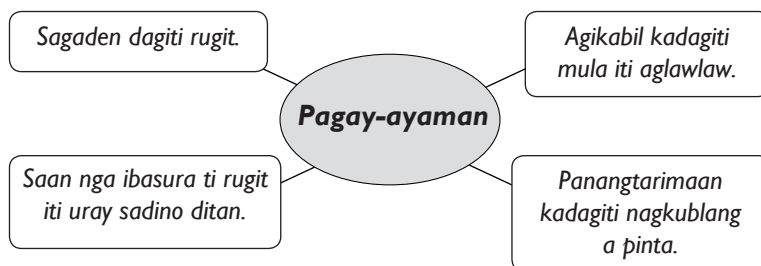
*Ania daytoy? Mabalin a daytoy ket isu ti pagay-ayaman, siled-pagadalan, kantina ken dadduma pay.* (Children, think of your favorite place in school. What is it? This can be the playground, classroom, canteen and others.)

- Teacher facilitates discussion so the whole class can think of one place for a brainstorming activity. Then, he or she tells pupils to write this place inside an oblong on the board.



**Teacher says:** *Ania ti mabalin nga aramidentayo tapno masigurado a napintas ken nadalus ti lugar?* (What can we do to ensure that the place is beautiful and clean?)

- As pupils answer, teacher writes their answers around the place (written in the middle). He or she may create a graphic organizer similar to the one below:



- Sagaden dagiti rugit.*
- Saan nga ibasura ti rugit iti uray sadino ditan.*
- Agikabil kadagiti mula iti aglawlaw.*
- Panangtarimaan kadagiti nagkublang a pinta.*

- Teacher lets pupils read their answers which are written on the board.

## 5

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework.

**Homework:** *Adda itedko kadakayo a worksheet. Iti rektanggulo iti tengnga, idrowing ti paboritoyo a lugar iti eskuelaan. Di sursuratan dagiti rektanggulo kadagiti igid.* (I am going to give you a worksheet. In the rectangle at the middle, draw your favorite place in school. Do not write yet in the rectangles on the side.)

**Aramiden:** \_\_\_\_\_ (panagpanunot maipapan iti isurat)

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## NOTES



WEEK

36

## TEACHER'S GUIDE

# GRADE I

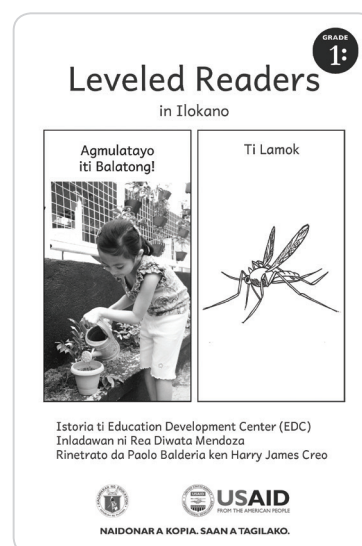
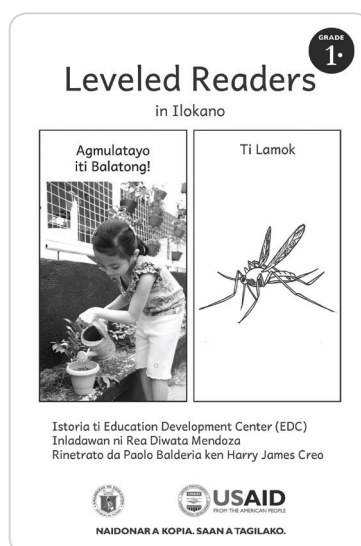
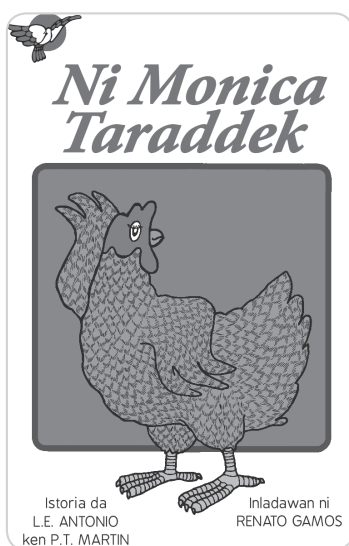
## MOTHER TONGUE

## ILOKANO

**THEME: PANAMAGTALINAED ITI KINADALUS KEN  
KINAPINTAS TI AGLAWLAW  
(MAKING OUR SURROUNDINGS CLEAN AND BEAUTIFUL)**

**READ ALOUD STORY: NI MONICA TARADDEK  
(SI MONICA DALOSDALOS)**

**LEVELED READER: "AGMULATAYO ITI BALATONG!"  
("LET'S PLANT MUNGBEANS")**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade 1 ILOKANO** **QUARTER 4, WEEK 36 (50 MINUTES PER DAY)**

**Theme:** *Panamagtalinaed iti Kinadalus ken Kinapintas ti Aglawlaw*

**(Making our Surroundings Clean and Beautiful)**

**Read Aloud Book:** *Ni Monica Taraddek (Si Monica Dalosdalos)*

**Leveled Reader:** *"Agmulatayo iti Balatong!" ("Let's Plant Mungbeans")*

| Day   | Domain     | Objectives  | Subject Matter   |
|-------|------------|---|--|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MT IOL-IVa-i-1.3</b><br/>Talk about familiar objects using descriptive words</li> <li>• <b>MT IOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> <li>• <b>MT IOL-IVa-i-9.1</b><br/>Tell/retell stories read or heard</li> <li>• <b>MT IOL-IVe-i-5.1</b><br/>Listen and respond to others in oral conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Storytelling</li> <li>• Sight Words</li> </ul>   |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | <b>LC</b>  | <ul style="list-style-type: none"> <li>• <b>MT ILC-lvf-9.1</b><br/>Give one's reaction to an issue from a story listened to</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Ni Monica Taraddek (Si Monica Dalosdalos)</i><br/>Story by: L.E. Antonio and P.T. Martin;<br/>Illustrator: Renato Gamos</li> <li>• Composing Activity</li> </ul> |
|       | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MT IC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MT IPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> <li>• <b>MT IC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul> |  |
|       | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MT IATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>   |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities  |
|---|---|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher asks questions related to the theme or lessons discussed</li> </ul> <p>b. Storytelling</p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell a story they have heard or read</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Teacher introduces sight words and other grade level words</li> </ul>   | <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about assigned topics</li> </ul> <p>b. Storytelling</p> <ul style="list-style-type: none"> <li>Pupils tell a story they have heard or read</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Pupils practice reading sight words and other grade level words</li> </ul>   |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Storytelling</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the story listened to the previous week</li> </ul> <p>3. Differentiated Writing Activities:<br/><i>Akong Paboritong Lugar</i></p> <ul style="list-style-type: none"> <li>Teacher instructs different groups to do writing activity</li> </ul> <p>Group 1: Writing using sentence frames<br/>Groups 2: Writing independently</p> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Storytelling</li> </ul> <p>2. Retelling of the Read Aloud Story:<br/><i>Ni Monica Taraddek</i></p> <ul style="list-style-type: none"> <li>Pupils participate actively during retelling of the story</li> </ul> <p>3. Differentiated Writing Activities:<br/><i>Ang Akong Paboritong Lugar</i></p> <ul style="list-style-type: none"> <li>Pupils write about cleaning and beautifying their favorite places</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils think of things or situations that are hot and cold</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

| Day | Domain     | Objectives   | Subject Matter   |
|-----|------------|--|--|
| 2   | <b>G</b>   | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVe-g-1.5</b><br/>Use describing words in sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Describing Words</li> </ul>   |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentation, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |  |
| 3   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>  | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Agmulatayo iti Balatong!</i>”<br/> (“Let’s Plant Mungbeans”)<br/>Author: EDC Leveled Reader Library;<br/>Photographs by: Paolo Balderia and Harry James Creo</li> <li>• Spelling Words</li> </ul> |
|     | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-7.2.1</b><br/>Read phrases, sentences, and/or short stories</li> </ul>  |  |
|     | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li> </ul>   |  |
|     | <b>RC</b>  | <ul style="list-style-type: none"> <li>• <b>MTIRC-IIe-f-7.1</b><br/>Give one’s reaction to an issue from a story read</li> </ul>   |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Adjectives</p> <ul style="list-style-type: none"> <li>• Teacher reviews lesson on adjectives. He or she instructs pupils in writing sentences.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher drills pupils on adjectives</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Adjectives</p> <ul style="list-style-type: none"> <li>• Pupils participate actively in review lesson on adjectives. Pupils write sentences using adjectives.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Pupils actively participate in activity on adjectives</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: “Agmulatayo iti Balatong!”</p> <ul style="list-style-type: none"> <li>• Teacher divides the class into two groups and distributes appropriate text according to their level</li> </ul> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Teacher presents high frequency words and some phrases from the story</li> <li>• Teacher lets pupils look at the pictures on each page and to talk about them</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to read the leveled reader. Then, have Pupil A read to Pupil B and reverse roles.</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Teacher asks questions to discuss the story</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>• Teacher highlights spelling words from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: “Agmulatayo iti Balatong!”</p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Pupils read high frequency words and some phrases from the story</li> <li>• Pupils look at the pictures and talk about it. Pupils give the title, author and illustrator of the book.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Pupils read the leveled reader in pairs and to each other</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>• Pupils answer questions about the story</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>• Pupils spell grade level words correctly</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Pupils retell the story to family members. They plant mung beans with family members.</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain     | Objectives   | Subject Matter   |
|-----|------------|--|--|
| 4   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Agmulatayo iti Balatong!</i>”<br/> (“Let’s Plant Mungbeans”)<br/>Author: EDC Leveled Reader Library;<br/>Photographs by: Paolo Balderia and Harry James Creo</li> <li>• Composing Activity</li> </ul>               |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indentation, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |  |
| 5   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader:<br/>“<i>Agmulatayo iti Balatong!</i>”<br/> (“Let’s Plant Mungbeans”)<br/>Author: EDC Leveled Reader Library;<br/>Photographs by: Paolo Balderia and Harry James Creo</li> <li>• Spelling Test</li> <li>• Writing</li> </ul> |
|     | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li> </ul>   |  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul>   |  |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/ reading available print materials</li> </ul>  |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Differentiated Writing Activity: Writing Steps in Planting Mung beans</p> <ul style="list-style-type: none"> <li>• Teacher instructs and models composing activity</li> </ul> <p>3. Differentiated Activities: Guided Reading and Writing</p> <ul style="list-style-type: none"> <li>• Group 1 (easy text): Reading <ul style="list-style-type: none"> <li>– Teacher lets the pupils read the text together as a group</li> </ul> </li> <li>• Group 2: Writing <ul style="list-style-type: none"> <li>– Teacher lets pupils do composing activity</li> </ul> </li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher lets Group 2 pupils read their work to Group 1 pupils</li> <li>• Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Differentiated Writing Activity: Writing Steps in Planting Mung beans</p> <ul style="list-style-type: none"> <li>• Pupils participate actively in whole class instruction of composing activity</li> </ul> <p>3. Differentiated Activities: Guided Reading and Writing</p> <ul style="list-style-type: none"> <li>• Group 1 (easy text): Reading <ul style="list-style-type: none"> <li>– Pupils read the text together as a group</li> </ul> </li> <li>• Group 2: Writing <ul style="list-style-type: none"> <li>– Pupils do composing activity</li> </ul> </li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Pupils in Group 2 read to Group 1 pupils</li> <li>• Homework: Pupils review spelling words</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> <p>3. Differentiated Activities: Guided Reading and Writing</p> <ul style="list-style-type: none"> <li>• Group 2 (challenging text): Teacher lets the pupils read the text together as a group</li> <li>• Group 1: Teacher lets pupils do composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils in Group 1 to show their work to pupils in Group 2</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> </ul> <p>2. Spelling Assessment</p> <ul style="list-style-type: none"> <li>• Pupils correctly spell grade level words</li> </ul> <p>3. Differentiated Activities: Guided Reading and Writing</p> <ul style="list-style-type: none"> <li>• Group 2 (challenging text): Pupils read the text together as a group</li> <li>• Group 1: Pupils do composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Pupils in Group 1 show their work to pupils in Group 2</li> </ul>  |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |  |

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVa-i-9.1** Tell/retell stories read or heard
- (2) **MTILC-lvf-9.1** Give one's reaction to an issue from a story listened to
- (3) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (4) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly
- (5) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copy of Read Aloud Story: *Ni Monica Taraddek*

## NOTE

It is suggested that during the week that Leveled Reader is used, pupils are grouped and seated based on abilities.

For purposes of this Teacher's Guide, Group 1 will refer to pupils having difficulties with reading and writing while those in Group 2 are those who are on the average or advanced.

I

**INALDAW NGA ARAMIDEN: PANANGISTORIA ITI ISTORIA (ROUTINE: STORYTELLING)**


**Teacher says:** *Ubbing, adda kadi malagipyo nga istoria a nabasayo wenno nangngegyo iti napalabas? Ibinglay man iti kaabayyo.*

(Children, do you remember any story you have previously read or heard? What story do you remember? Share this with the person beside you.)

- Teacher may prompt some titles of Read Alouds and Leveled Readers the pupils are familiar with.
- After ten minutes, ask for volunteer pupils to share to the class.

2

**PANANGIBASA MANEN ITI LIBRO A READ ALOUD: NI MONICA TARADDEK**
**(REREADING OF THE READ ALOUD STORY: SI MONICA DALOSDOS)**

- Teacher asks pupils to retell the story, *Ni Monica Taraddek*. He or she can use the book with the text covered to prompt pupils in retelling the story.
- Teacher gives opportunity to pupils who are less comfortable and confident with speaking in front of the class.
- Teacher asks pupils questions about the story highlighting Monica and her problem or issue.



**Teacher says:** *Ubbing, ania ti problema ni Monica? Kaykayatna ti agdalous ngem ania ti mapasamak kadagiti bambanag a dalusanna? . . .*

*Ania ti busto ken ania pay dagiti mapadur-as iti wagas ti panagdalous ni Monica?* (Children, what is Monica's problem? She likes to clean but what happens to the things that she cleans? . . . What is right and what can be improved with how Monica cleans?)


# 3

## AGDUMA A PANAGPUTAR: PANAGSURAT ITI MAGUSGUSTUAN A LUGAR

### NOTES

### (DIFFERENTIATED WRITING ACTIVITY: WRITING ABOUT A FAVORITE PLACE)

- Teacher asks pupils to take out their homework from the previous week.

**Teacher says:** *Ubbing, ania ti imbagak nga aramidenyo idi Biernes? Indrawingyo kadi ti paboritoyo a lugar? Ania ti ikabilyo kadagiti kabon iti igid?* (Children, what did I ask you to do last Friday? Did you draw your favorite place? What will you put in the boxes on the side?) 

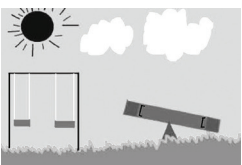
- Teacher tells pupils that they will think of ways that they can beautify and clean their favorite place. He or she asks the pupils to draw it in the boxes.
- While they are drawing, teacher instructs separately pupils belonging to Groups 1 and 2. As teacher goes to each group, he or she asks the pupils to pause and listen to further instructions.

| Group 1   | Group 2   |
|---|---|
| 1. Teacher needs to reinforce and model instructions for Group 1.           | 1. Teacher checks if all pupils are working independently and what they are doing is correct.   |
| 2. Teacher instructs pupils to write words or phrases below their drawings. | 2. Teacher instructs pupils to write a sentence below the drawing.  |
| 3. Go around and check if pupils are doing their tasks.                     | 3. Teacher asks pupils to answer the questions and write them below their diagram or graphic organizers.<br><br>Why do you like this place?<br>What do you do here? |

## NOTES

- Below is a sample of the expected output from the pupils' task.

**Aramiden:** \_\_\_\_\_ (*panagpanunot maipapan iti isurat*)

|                     |  |  |
|---------------------|--|--|
|                     |  |  |
| Agibasura iti husto | Parke  |  |
|                     |  |  |

---

Magusgustuak ti \_\_\_\_\_ iti \_\_\_\_\_.

Ditoy parke mabalinko ti \_\_\_\_\_.

---

Reference:  
(1) picture of park taken from <http://babv-lovers.forumotion.net/t1525-design-a-play-park-for-kids>

**NOTE**

This part is only for Group 2 pupils.

**Aramiden Bayat ti Panaguray (Activity while waiting):**

Those who finish early can pair up and show each other their work.

- After fifteen to twenty minutes, teacher asks pupils to form groups with members from Groups 1 and 2. Then, he or she lets pupils show and talk to their group members about their work.
- After five minutes, he or she asks for volunteer pupils to present to the class.

**4****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Homework:** *Mangpanunot kadagiti bambanag a napudot ken nalamiis. Kaano ti tiempo a napudot? Kaano ti tiempo a nalamiis?*  
(Think of things that are hot and cold. When is the hot season? When is it cold?)



### OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar objects using descriptive words
- (2) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (3) **MTIGA-IVe-g-1.5** Use describing words in sentences
- (4) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs

### ALDAW

2

I

### INALDAW NG AARAMIDEN: PANAGBIBINNINGLAY (ROUTINE: SHARING)

**Teacher says:** *Ubbing, idi kalman, pinasungbatak dagitoy a saludsod: Ania dagiti bambanag a napudot ken nalamiis? Kaano a napudot ken kaano a nalamiis?* (Children, yesterday asked you to answer these questions: What things are hot and cold? When is it hot and when is it cold?)

- Teacher asks pupils to discuss this with a pair. After five minutes, he or she asks for volunteer pupils to share.



### MATERIALS

- Adjectives written on flash cards

2

### DAGITI PATANG: BALIKAS A PAGILADAWAN KEN TIGNAY (SENTENCES: ADJECTIVES AND VERBS)

- Teacher shows pictures of things and situation when it is hot or when it is cold. Ask questions about the pictures. Post on the board the signs: “*napudot*” (hot); “*nalamiis*” (cold).

Example:



*Ania daytoy? (What is this?)*

*Napudot wenno nalamiis?  
(Is this hot or cold?)*

*Mangted man iti patang a maibasat iti ladawan.  
(Give a sentence based on the picture.)*

## NOTES



*Ania ti tiempo?*

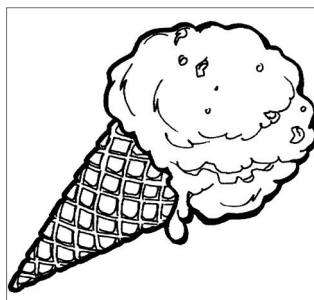
(What is the weather?)

*Napudot wenno nalamiis?*

(Is it hot or cold?)

*Mangted man iti patang a maibasar iti ladawan.*

(Give a sentence based on the picture.)



*Ania daytoy? (What is this?)*

*Napudot wenno nalamiis?*

(Is this hot or cold?)

*Mangted man iti patang a maibasar iti ladawan.*

(Give a sentence based on the picture.)

## References:

(1) picture of fire taken from <http://ncppt.nps.gov/articles/disasters/wildland-structural-fire/>

(2) picture of raining taken from <http://canadaartsconnect.com/magazine/2014/03/20-kids-art-printables-spring-windy-rainy-day/>

(3) picture of ice cream taken from <http://www.gotyourhandsfull.com/ice-cream-coloring-pages/>



**Teacher says:** *Ania ti iladladawan dagiti balikas a napudot ken nalamiis? ... Ania ti awagtayo kadagiti balikas a mangiladawan?*

(What do the words hot and cold describe? ...

What do we call words that describe?)



## BRIDGING

In discussing adjectives in Filipino and English, teacher can connect to the concept of “*balikas a pagiladawan*” in Mother Tongue. Teacher can use a chart similar to that in Week 31 with other types of adjectives such as color and temperature.

## 3

## PATANG (SENTENCES)



**Teacher says:** *Ubbing, ita, agsanaytayo nga agsurat kadagiti patang.* (Children, now, we will practice writing sentences.)

- Teacher asks pupils to write a sentence based on the pictures given. He or she asks the pupils to use the words, “*padot*” and “*lamiis*”, and write these in their notebooks.
- After five minutes, teacher lets pupils exchange notebooks with their seatmates so they can check each other's sentences. Teacher guides pupils in checking the sentences of their classmates. Ask them to check for capitalization, punctuation, spacing, and also to look at the spelling if these are correct.

# 4

## PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

### NOTES

- Teacher drills pupils on adjectives. He or she points to different things in the classroom and asks pupils to create sentences using the adjectives.

**Teacher says:** *Ubbing, narigat kadi wenno nalaka ti agaramid iti patang nga agusar iti balikas a pagiladawan? Agbilangak ayingga iti tallo. Inton magtengko ti tallo, patakderenyo dagiti tanganyo no nalaka. No narigat met iti panagkunayo, pagsuekenyo dagiti tanganyo.* (Children, is it difficult or easy to make sentences using adjectives? I will count from one to three. At the count of three, show the thumbs up sign if you find it easy, and thumbs down sign if you think it is difficult.)



### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIPWR-IVa-i-7.2.1** Read phrases, sentences, and/or short stories
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIRC-IIe-f-7.1** Give one's reaction to an issue from a story read

### ALDAW

3

## INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I

### (ROUTINE: READING OF SIGHT WORDS AND GRADE LEVEL WORDS)

- Teacher shows sight words that pupils will read. This serves as review of sight words learned in Quarter 3. Teacher adds other words taken from the Leveled Reader. Below are some suggested words from the leveled reader that teacher may include in the reading drill.

|                 |                     |                 |                |                    |
|-----------------|---------------------|-----------------|----------------|--------------------|
| <i>balatong</i> | <i>makaparay-aw</i> | <i>masetera</i> | <i>abut</i>    | <i>nasustansia</i> |
| <i>agmula</i>   | <i>nalaka</i>       | <i>bukbukel</i> | <i>napateg</i> | <i>sidaen</i>      |

- Teacher asks four to five pupils to read the words individually. He or she can use a running record or formative assessment of the pupil's skill.



### MATERIALS

- Copies of Leveled Readers: "Agmulatayo iti Balatong!"

## NOTE

If pupils have not yet been divided according to abilities into Group 1 and Group 2, ensure that for this day, pupils are segregated according to Groups 1 and 2.

For Group 1 pupils (struggling readers), teacher gives them the easier text. This can be identified with the **single dot mark** indicated on the cover of the book. Group 2 pupils (average to advanced readers) will read the more challenging text. This can be identified with **two dot marks** on the cover of the book.

## 2

**PANANGIBASA ITI LEVELED READER:  
“AGMULATAYO ITI BALATONG”!**
**(READING OF THE LEVELED READER:  
LET'S PLANT MUNGBEANS)**
**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)**
**a. *Panagbasa iti Balikas* (Word Work)**

- Teacher can show the high frequency words again although some of the words were already presented in the activity earlier.

**b. *Panagbasa iti Prase* (Phrase Reading)**

- Teacher shows phrases from the leveled reader in flash cards. Ask pupils to read them. Assist them if some phrases are difficult to read.
- Since there are two groups, there are additional phrases that teacher can give to pupils who are in Group 2 (challenging text).

|                          |                             |                         |
|--------------------------|-----------------------------|-------------------------|
| <i>nalaka nga imula</i>  | <i>bukbukel ti balatong</i> | <i>napateg ti danum</i> |
| <i>adu a trabaho</i>     | <i>dakkel a masetera</i>    | <i>aldaw ken lawas</i>  |
| <i>babassit nga abut</i> | <i>gaburan iti daga</i>     | <i>klase ti makan</i>   |

- Additional Phrases for Group 2 (challenging text)

|  |                               |                                 |
|--|-------------------------------|---------------------------------|
| <i>magusgustuam<br/>sa pannakaluto</i> | <i>sidaen ti<br/>balatong</i> | <i>protina ken<br/>bitamina</i> |
|--|-------------------------------|---------------------------------|

**c. *Panangbuya Kadagiti Ladawan* (Picture Walk)**

- Teacher lets pupils look at the pictures on each page of the book. Teacher asks question so pupils can talk about it.

Example:

*Ania makitayo iti ladawan?*

(What do you see in the picture?)

**d. *Panangisagana Kadagiti Ubbing iti Pannakaibasa  
ti Istorya* (Setting the Scene)**

- Teacher asks pupils to look at the cover of the book and give the title, author, and illustrator of the book.



**Teacher asks:** *Maipapan iti ania ti istorya?*

(What do you think is the story about?)

### BAYAT TI PANAGBASA (DURING READING ACTIVITIES)

- Teacher distributes the leveled readers to respective group of pupils. Teacher reminds pupils of the things they can do when they encounter a difficult word to read.
- Teacher goes around to monitor pupils. More time may be spent to pupils who are struggling to facilitate their decoding and fluency skills.
- Teacher also uses the time to do formative assessment and to take note of pupils' abilities and progress. Teacher takes note of pupils who are able to use certain strategies to decode. He or she praises and acknowledges them in class. He or she asks them to show or narrate to the class how they were able to decode a word on their own.

### Aramiden Bayat ti Panaguray (Activity while waiting):

- Teacher instructs those who have finished reading to do the following:  
For Group 2 (challenging text)
  - Look for the steps in planting mungbeans.
  - Copy one or two the sentences in your notebook to practice handwriting and mechanics in writing sentences.

For Group 1 (easier text)

- Look at the pictures and identify things they found in the picture.
- Look for common words such as “*balatong*”, “*agmula*”, “*masetera*” and “*bukbukel*”.

### DAGITI ARAMIDEN KALPASAN TI PANAGBASA (AFTER READING ACTIVITIES)

- Teacher asks pupils questions about the leveled reader.

*Maipanggep iti ania ti istoria?* (What is the story about?)

*Nasustansia kadi ti balatong?* (Is mungbeans healthy?)

*Ania a pannakaluto ti balatong ti naramananyon?*  
(What dish made of mungbeans have you tasted?)

*Ania a klase a pannakaluto ti balatong ti naramananyon?*  
(What kind of cooking mungbeans have you eaten?)

*Nasayaat kadi ti agsida iti balatong?* (Is it good to eat mungbeans?)

### NOTES

#### NOTE

Considering the varying abilities of pupils, some may finish earlier than others. While waiting for other pupils to finish, the following activities may be given to pupils.

## NOTES

## 3

**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

**Teacher says:** *Ita, ubbing, adda dagiti balikas a kayatko a maadalyo no kasano nga ispelingen. Basaentayo dagiti balikas ket padasentayo nga ispelingen. Kalpasanna, usarenyo dagitoy a balikas iti panangbukekhyo kadagiti patang.* (Now children, I have some words that I want you to learn how to spell. Let's read the words and try to spell them out. After, I will ask you to make sentences using these words.)

Example:

*balatong* → b ... a ... l ... a ... t ... o ... n ... g ... → *balatong*

Here are the suggested spelling words:

|                 |                     |                 |                |                    |
|-----------------|---------------------|-----------------|----------------|--------------------|
| <i>balatong</i> | <i>makaparay-aw</i> | <i>masetera</i> | <i>abut</i>    | <i>nasustansia</i> |
| <i>agmula</i>   | <i>nalaka</i>       | <i>bukbukel</i> | <i>napateg</i> | <i>sidaen</i>      |

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework:

**Homework:** *Istoriaen kadagiti kameng ti pamiliayo ti nabasayo a libro nga "Agmulatayo iti Balatong!". Agmula iti balatong a kaduayo ti pamiliayo.* (Retell the the story, "Let's Plant Mungbeans", to your family members. Plant mungbeans with your family.)

### OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussion on familiar topics
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (6) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation, capitalization, proper spacing between words, indention, and format) when copying/writing words, phrases, sentences, and short paragraphs
- (7) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials

### ALDAW

4

## I INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)

- Teacher asks pupils if they were able to plant mungbeans with their family members and let them share the experience with their seatmates. He or she asks them to give the step-by-step process about what they did with their family members.
- After five to ten minutes, teacher calls on volunteer pupils to share to the class.



### MATERIALS

- Copies of Leveled Readers: “*Agmulatayo iti Balatong!*”

## 2 PANAGBASA ITI PAMILIAR A BALIKAS ITI ISTORIA (FAMILIAR REREAD)

- Teacher distributes the leveled reader from Quarter 3, “*Malong*.”
- Teacher tells pupils that they will read the story again. He or she lets pupils read in pairs first. After, he or she assigns pages to small groups for them to read to the class before letting the whole class read together.
- Teacher focuses on pupils’ ability to read the familiar text fluently.

## NOTES

## 3

**AGDUMA A PANAGPUTAR:  
PANAGMULA ITI BALATONG****(DIFFERENTIATED WRITING ACTIVITIES:  
PLANTING MUNGBEANS)**

**Teacher says:** *Ubbing, imbinglayyo itay ti maipapan iti panagmulayo iti balatong a kaduayo dagiti pamiliayo. Ania ti immuna nga inaramidyo? Ti maikadua? Ti maikatlo? . . .* (Children, earlier you shared about planting mungbeans with your family members. What did you do first? Second? Third ...?)

- Teacher asks for volunteer pupils to share to the class. As pupils answer, teacher writes their answers on the board. This is to facilitate discussion so pupils can identify the first to the last steps in planting mungbeans.
- Teacher tells pupils that they will draw and write the steps in planting mungbeans.
- Teacher tells pupils that they will again have different activities per group, but that all of them will experience both writing and reading.

**NOTE**

For this session, pupils in Group 2 will be doing the writing activity. For the next day, when Group 1 pupils do the writing activity, they will have a slightly modified activity that will scaffold the pupils in Group 1.

## 4

**AGDUMA NGA ARAMIDEN:  
PANAGBASA KEN PANAGSURAT****(DIFFERENTIATED ACTIVITIES:  
READING AND WRITING)**

**Teacher says:** *Ubbing, nagrupokayo iti dua. Ti Umuna a Grupo (easy text), basaenyo manen ti istoria, “Agmulatayo iti Balatong”. Ti Maikadua a Grupo, suratenyo dagiti addang iti panagmula iti balatong.* (Children, you are divided into two groups. Group 1 [easy text] will read again the story, “Agmulatayo iti Balatong”. Group 2 will write steps in planting mungbeans.)

- While Group 2 pupils are writing their composition, teacher lets Group 1 pupils read the story as a whole group. Teacher models reading with appropriate speed and expression. Then, he or she let pupils read by pairs. Partners can take turns in reading the text to each other.
- Teacher goes around and spends time with struggling readers.



***Aramiden Bayat ti Panaguray (Activity while waiting):***

- For pupils in Group 2 who are done with the writing activity, teacher lets them find a pair. They show and read their composition to each other.
- For reference, below is a matrix of activities:

| Group 1 Activities   | Group 2 Activities  |
|--|---|
| <p>1. Whole Group Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>• Teacher models reading with appropriate speed and expression.</li> </ul> <p>2. Partner Reading/sReading by Pairs</p> <ul style="list-style-type: none"> <li>• Teacher goes around supporting struggling readers.</li> </ul> | <p>1. Writing Steps in Planting Mungbeans</p> <ul style="list-style-type: none"> <li>• Pupils do writing activity independently.</li> <li>• Teacher can find time after supporting struggling readers to go around the group doing writing activity to check on their progress and answer questions they may have.</li> </ul> <p>2. Showing of Work</p> <ul style="list-style-type: none"> <li>• Pupils who finish early can exchange work and show their works to each other.</li> </ul> |

**NOTES**

**5**

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. Let pupils from Group 2 show their compositions to the pupils in Group 1.
- Teacher reminds pupils to review spelling word for the following day.

## ALDAW

5

## OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, sand short paragraph/story with proper expression
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copies of Leveled Readers: “Agmulatayo iti Balatong!”

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI  
BALIKAS A KANAYON A MAAR-ARAMAT KEN  
DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

**(ROUTINE: READING OF SIGHT WORDS AND  
GRADE LEVEL WORDS)**

- Teacher drills pupils on common grade level words and spelling words. Depending on abilities of the pupils, teacher may also include the sight words learned in Quarter 3.
- Teacher asks pairs or groups of pupils to read sets of words. He or she may keep a record or observation notes of the progress of the pupils.

2

**EKSAMEN ITI ISPELING (SPELLING TEST)**

- Teacher gives spelling test. He or she can use the format below for giving the spelling test.

**Eksamen iti Ispeling**

I. Diktasyon. Denggen ti maidiktat a patang ket isurat dagiti lima a balikas a maispeling a nausar

II. Timbukelan ti husto a balikas a maispeling.

|             |          |           |
|-------------|----------|-----------|
| 1. balatong | balatung | bullatong |
| 2. abot     | abut     | abbot     |
| 3. nupatig  | napatig  | napateg   |
| 4. agmola   | agmula   | agmulla   |
| 5. bokbokel | bukbukel | bukbukil  |

## 3

**AGDUMA NGA ARAMID:  
PANAGBASA KEN PANAGSURAT**

## NOTES

**(DIFFERENTIATED ACTIVITIES:  
READING AND WRITING)**

**Teacher says:** *Ita, ubbing, agsinnukat iti aramiden dagiti grupo. Dagiti adda iti Maikadua a Grupo (challenging text), basaenyo manen ti istoria nga “Agmulatayo iti Balatong”!*. *Dagiti adda iti Umuna a Grupo, suratenyo dagiti addang iti panagmula iti balatong.* (Children, now the groups will exchange activities. Those in Group 2 [challenging text] will read again the story, “Let’s Plant Mungbeans”. Those in Group 1 will write the steps in planting mungbeans.)



- Teacher lets pupils in Group 2 read the text again in pairs. Pairs may take turns in reading to each other.
- While pupils in Group 2 are reading, teacher instructs Group 2 pupils on how to go about the writing activity. He or she provides sentence frames in the writing activity.

Examples: *Umuna, mangala iti* \_\_\_\_\_.  
*Maikadua....* \_\_\_\_\_.

- Once pupils in Group 1 have started doing their activity, teacher lets pupils in Group 2 read the leveled reader as a whole group. Teacher models reading with appropriate speed and expression.

***Aramiden Bayat ti Panaguray (Activity while waiting):***

- For pupils in Group 1 who are done with the writing activity, teacher lets them find a pair and show their work to each other.

## NOTES

- For reference, below is a matrix of activities:

| Group 1 Activities   | Group 2 Activities   |
|--|--|
| 1. Guided Writing <ul style="list-style-type: none"> <li>Teacher gives instruction on activity.</li> <li>Pupils start their activity.</li> </ul> 2. Showing of Works <ul style="list-style-type: none"> <li>Pupils who finish early writing can exchange work. They show and read each other's works.</li> </ul> | 1. Reading of the Leveled Reader <ul style="list-style-type: none"> <li>Pupils read the text in pairs. They can take turn reading to each other.</li> </ul> 2. Whole Group Reading <ul style="list-style-type: none"> <li>Teacher models how to read with appropriate expression and speed.</li> <li>Pupils read the text as a whole group with appropriate expression and speed.</li> </ul> |

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. Let pupils from Group 1 show their drawings to pupils in Group 2.

WEEK

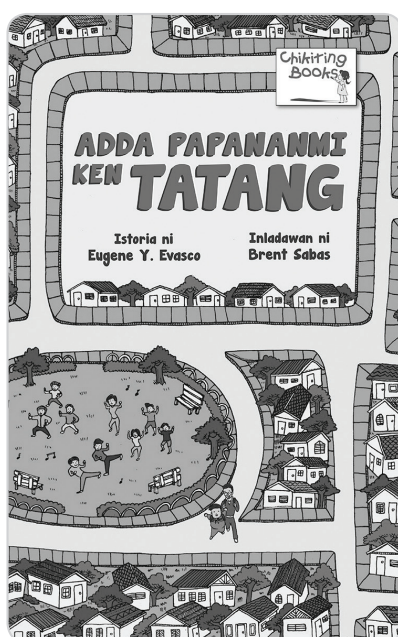
37

## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: PANAMAGTALINAED ITI KINATALGED KEN  
SALUN-AT ITI KOMUNIDADKO  
(STAYING SAFE AND HEALTHY IN MY COMMUNITY)**

**READ ALOUD STORY: ADDA PAPANANMI KEN TATANG  
(MAY LAKAD KAMI NI TATAY)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 37 (50 MINUTES PER DAY)**

**Theme: *Panamagtalinaed iti Kinatalged ken Salun-at iti Komunidadko***  
**(Staying Safe and Healthy in My Community)**

**Read Aloud Book: *Adda Papananmi ken Tatang (May Lakad Kami ni Tatay)***

| Day   | Domain     | Objectives   | Subject Matter   |
|-------|------------|--|--|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MT IOL-IVc-d-4.2</b><br/>Recite and sing individually with ease and confidence songs, poems, chants, and riddles</li> <li>• <b>MT IOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li> <li>• <b>MT IOL-IVe-i-5.1</b><br/>Listen and respond to others in oral conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Sight Words and Grade Level Words</li> <li>• Song, Poem, Chant, and Riddle</li> <li>• Sharing</li> </ul>  |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |  |
| I     | <b>LC</b>  | <ul style="list-style-type: none"> <li>• <b>MT ILC-IVa-b-1.2</b><br/>Note important details in grade level literary texts listened to</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Adda Papananmi ken Tatang (May Lakad Kami ni Tatay)</i><br/>Story by: Eugene Y. Evasco;<br/>Illustrator: Brent Sabas</li> <li>• Writing Phrases and Sentences</li> </ul> |
|       | <b>V</b>   | <ul style="list-style-type: none"> <li>• <b>MT IVCD-IVa-i-2.1.1</b><br/>Give meanings of words through picture clues and context clues</li> </ul>  |  |
|       | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>   |  |
|       | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IVa-i-3.2.1</b><br/>Write phrases, and simple sentences correctly</li> </ul>   |  |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities   |
|--|--|
| I. Daily Routine can be any of the following:<br>a. Sharing <ul style="list-style-type: none"> <li>Teacher prompts pupils to talk about familiar topics</li> </ul> b. Reading of Sight Words and Grade Level Words <ul style="list-style-type: none"> <li>Teacher drills pupils on reading sight words and grade level words</li> </ul> c. Song/Poem/Chant/Riddle <ul style="list-style-type: none"> <li>Teacher introduces a song, poem, chant, or riddle</li> </ul>  | I. Daily Routine can be any of the following:<br>a. Sharing <ul style="list-style-type: none"> <li>Pupils talk about familiar topics. They listen and respond to each other in oral conversation.</li> </ul> b. Reading of Sight Words and other Grade Level Words <ul style="list-style-type: none"> <li>Pupils read sight words and other grade level words presented by the teacher</li> </ul> c. Song/Poem/Chant/Riddle <ul style="list-style-type: none"> <li>Pupils learn and practice a song, poem, chant, or riddle</li> </ul>   |
| I. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Read Aloud Story: <i>Adda Papananmi ken Tatang</i><br>a. <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher introduces some vocabulary words</li> <li>Teacher asks questions to stimulate pupils' interest in the story</li> </ul> b. <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher reads the story to the pupils</li> </ul> c. <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Teacher asks questions about details in the story</li> </ul> | I. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Read Aloud Story: <i>Adda Papananmi ken Tatang</i><br>a. <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils get meaning of vocabulary words introduced through context, pictures, and gestures.</li> <li>Pupils talk about experiences related to the story. They talk about the cover of the story, and set a purpose for reading.</li> </ul> b. <i>During Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> </ul> c. <i>After Reading Activities</i> <ul style="list-style-type: none"> <li>Pupils answer questions about the story. They make sentences using the spelling words.</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain    | Objectives   | Subject Matter  |
|-----|-----------|--|---|
| 1   |           |  |   |
| 2   | <b>LC</b> | <ul style="list-style-type: none"> <li>Retell a story listened to</li> </ul>   | <ul style="list-style-type: none"> <li>Read Aloud Story:<br/><i>Adda Papananmi ken Tatang</i><br/>(<i>May Lakad Kami ni Tatay</i>)<br/>Story by: Eugene Y. Evasco;<br/>Illustrator: Brent Sabas</li> <li>High Frequency and Other Grade Level Words</li> <li>Story Retelling</li> <li>Synonyms</li> </ul> |
|     | <b>V</b>  | <ul style="list-style-type: none"> <li><b>MTIVCD-IVa-i-3.2</b><br/>Identify and use synonyms</li> </ul>  |   |
| 3   | <b>V</b>  | <ul style="list-style-type: none"> <li><b>MTIVCD-IVa-i-3.2</b><br/>Identify and use antonyms</li> </ul>  | <ul style="list-style-type: none"> <li>Antonyms</li> </ul>  |
|     | <b>C</b>  | <ul style="list-style-type: none"> <li><b>MTIC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul> |   |

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**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities  |
|---|---|
| <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher gives activity on spelling words from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils participate in the activity on spelling words. They create and make sentences based on the spelling words.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Retell the Read Aloud story to your family members. Walk around your neighborhood and take note of what you see.</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the story through dramatization</li> </ul> <p>3. Synonyms</p> <ul style="list-style-type: none"> <li>Teacher reviews synonyms. He or she uses the story as springboard to discuss words and their synonyms.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher demonstrates an exercise that pupils can follow</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>Pupils retell the Read Aloud story</li> </ul> <p>3. Synonyms</p> <ul style="list-style-type: none"> <li>Pupils identify synonyms from given words. Pupils write sentences correctly using synonyms.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils follow the teacher's movements</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>High Frequency and Other Grade Level Words</li> </ul> <p>2. Antonyms</p> <ul style="list-style-type: none"> <li>Teacher reviews antonyms. He or she uses the story as springboard to discuss words and their antonyms</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>High Frequency and Other Grade Level Words</li> </ul> <p>2. Antonyms</p> <ul style="list-style-type: none"> <li>Pupils identify antonyms from given words. Pupils write sentences correctly using antonyms.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Group 1 pupils write two things that make them happy. Group 2 pupils write two things that make them sad.</li> </ul>   |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

| Day | Domain     | Objectives   | Subject Matter  |
|-----|------------|--|---|
| 4   | <b>G</b>   | <ul style="list-style-type: none"> <li>• <b>MTIGA-IVe-g-1.5</b><br/>Use describing words in sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• High Frequency and Other Grade Level Words</li> <li>• Adjectives</li> </ul>  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation, capitalization, proper spacing between words, indention, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-j-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>   |   |
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li> </ul>  | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Adda Papananmi ken Tatang (May Lakad Kami ni Tatay)</i><br/>Story by: Eugene Y. Evasco;<br/>Illustrator: Brent Sabas</li> <li>• Spelling Words</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases using both invented and conventional spelling</li> </ul>  |   |

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**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities  |
|---|---|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Review: Adjectives</p> <ul style="list-style-type: none"> <li>• Teacher reviews adjectives</li> </ul> <p>3. Composing Activity: Adjectives</p> <ul style="list-style-type: none"> <li>• Teacher instructs and models composing activity for pupils</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Review: Adjectives</p> <ul style="list-style-type: none"> <li>• Pupils identify adjectives and use them in sentences</li> </ul> <p>3. Composing Activity: Adjectives</p> <ul style="list-style-type: none"> <li>• Pupils make composition using adjectives</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Review spelling words</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Poem/Song/Chant/Riddle</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>• Teacher reads the story again. He or she asks pupils to participate in the reading of the story.</li> </ul> <p>4. Brainstorming Activity: Ramon's Next Day Out</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to think where Ramon and his father might go on their next day out and what they will do</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Poem/Song/Chant/Riddle</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Pupils correctly spell grade level words</li> </ul> <p>3. Shared Reading of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>• Pupils actively participate in the story reading. They volunteer to read parts of the story.</li> </ul> <p>4. Brainstorming Activity: Ramon's Next Day Out</p> <ul style="list-style-type: none"> <li>• Pupils creates a graphic organizer about Ramon's next day out</li> </ul> <p>5. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Pupils bring their work to finish and to check for spelling mistakes</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussion on familiar topics
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTIVCD-IVa-i-2.1.1** Give meanings of words through:
  - a) picture clues; b) context clues
- (4) **MTILC-IVa-b-1.2** Note important details in grade level literary texts listened to
- (5) **MTIPWR-IVa-i-6.2** Spell correctly Grade 1 level words consisting of letters already learned
- (6) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly



## MATERIALS

1. Copy of Read Aloud Story: *Adda Papananmi ken Tatang*
2. Spelling words written on flashcards

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher lets pupils talk about ways to keep one's self healthy.



**Teacher says:** *Ubbing, malagipyo kadi a napagpapatangantayo dagiti bambanag a makatulong tapno nasalun-attayo a kankanayon? Ania dagiti bambanag a nasken nga aramidentayo tapno nasalun-attayo a kankanayon? Pagsaritaanyo man ken ti kaabayyo ti maipapan iti topik. (Children, do you remember we talked about things that keep us healthy? What are the things we need to do to keep ourselves healthy? Talk to the person beside you about the topic.)*

- After five to ten minutes, teacher asks for volunteer pupils to share what they talked about to the class.

2

**PANANGISTORIA ITI NABASA A LIBRO A READ  
ALoud: ADDA PAPANANMI KEN TATANG**
**(READ ALOUD STORY: MAY LAKAD KAMI NI TATAY)**
**DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)**

- a. *Panangammo iti Dati nga Ammo Dagiti Ubbing*  
(Activating Prior Knowledge)



**Teacher says:** *Itattay, nagpapatangantayo dagiti bambanag a mangpasalun-at kadatayo. Adda dagiti nangibaga a ti panagebersisio wenno panagwatwat ket nasayaat a wagas tapno nasalun-at a kanayon. Ania dagiti ebersisio nga ammoyo? . . . Asino ti mayat nga umay ditoy sango ket ipakitana ti ebersisio nga ammona? (Earlier, we talked about things that make us healthy. Some shared that doing exercise is a good way to keep yourselves healthy. What exercises do you know? ... Who can come to the front and demonstrate the exercise that he or she knows?)*

## NOTES

- Teacher calls on two to three volunteers to the front and show exercises that they know.

**Teacher says:** *Adda libro a basaek ita maipapan kadagiti wagas tapno mapagtalinaed a nasalun-at ti bagi. Ngem sakbay a basaek ti istoria, adda sumagmamano a balikas a kayatko nga ibinglay kadakayo.* (I have book that I will read to you today about ways to keep your body healthy. However, before I read the story, there are some words I want to share with you.)

**b. Panangammo iti Kayat a Sawen Dagiti Balikas**  
(Unlocking of Difficulties)

- Teacher uses pictures, context, or gestures to help pupils describe some of the difficult words in the story. Below are suggested words.

(1) *patong* (hips)

- Teacher shows the word “*patong*” written on a flashcard and asks pupils if they know which part of the body it is.

**Teacher says:** *Kitaendak. Paggunayek ti patongko.*  
(Look at me. I will move my hips.)

(2) *kablaaw* (greet)

- Teacher shows the word “*kablaaw*” written on a flash card.

**Teacher says:** *No makitayo a nasapa ti prinsipal, ania ti ibagayo kenkuana? . . . No adda makitayo a gayyemyo idia ti tiendaan, ania ti ibagayo kenkuana? . . . No makitadak iti kalsada, ania ti ibagayo kaniak? . . . Iti panagkunayo, ania ti kaipapanan ti “kablaaw”?*  
(If you see the principal early in the morning, what do you say to him or her? . . . If you see a friend in the market, what do you say to him or her? . . . If you see me on the street, what will you say to me? . . . What do you think is the meaning of “greet”?)

*Ti kablaaw ket:* \_\_\_\_\_ (“greet” is:)

*Makipatang iti gayyem no masabat* (talk to a friend you meet)

*Makasabat iti gayyem* (meet a friend)

*Panangibaga iti “Naimbag a bigat!”*

(greet by saying “Good morning” or “Hi!”)

**c. Panagpugto ken Panangisagana iti Panggep ti Ibasa nga Isteria**  
(Predicting and Setting a Purpose for Reading)

**Teacher says:** *Ita, nakasaganatayon nga agbasa. Kitaen ti akkub ti libro. Ania ti paulona? Asino ti autor? Asino ti nangiladawan?*  
(Now, we are ready to read. Look at the cover of the book. What is the title? Who is the writer? Who is the illustrator?)

- Teacher shows the cover of the book.

## NOTES

- Teacher encourages pupils to ask questions or set a question about what they want to know in the story.



**Teacher says:** *Ania dagiti saludsodyo bayat ti panangbasayo iti istoria?*  
(What would you like to answer as you read the story?)

- Teacher asks for 1 – 2 volunteer pupils to give a question. He or she writes their questions on the board.

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA  
(DURING READING ACTIVITIES)**

- Teacher reads the story pausing at different pages to check pupils' comprehension and focus on some significant parts of the story. Below are some suggested pages.

**After reading pp. 8 – 9** – *Kitaenyo ti ladawan. Iti panagkunayo, ania nga oras a pimmanaw iti balayda ti ubing ken ti tatangna?*

(Look at the picture. What time, do you think, did the child and his dad leave the house?)

**After reading pp. 16 – 17** – *Apay a kasla tapok ti naala ti ubing a retrato? . . . Napartak kadi dagiti siklista wenno nabuntogda?*

(Why is the picture taken by the child look like dirt? . . . Were the cyclists going slow or fast?)

**After reading pp. 18 – 19** – *Apay a naawagan iti “Padiakero” ti tatang?* (Why was the father called “Padyakero”?)

**On pp. 26 – 27** – Draw the pupils' attention on the characters in the picture.

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the story. First, go back to the motive questions set earlier. Here are some suggested questions that the teacher can give:

*Ania ti nagan ti ubing?* (What is the child's name?)

*Ania ti inaramid ti ubing ken ti tatangna?*

(What did the child and his father do?)

*Apay a kayat ti tatang a rummuarda ken ti ubing a mapan agpagnapagna?*

(Why did the Father want them to go out for a walk?)

*Ania ti tulong nga impayda ken ni Nana Tasia?*

(What help did they give to Aling Tasya?)

*Kasano ti pannagna ti ubing ken ti tatangna? Napartak, nabuntog, wenno kombinasion ti napartak ken nabuntog? Asino ti makaipakita ditoy sango no kasano ti pannagnada?* (How did the child and his father walk?

Fast, slow or a combination of both? Who can show here in front how they walked?)

NOTES

*Bayat ti pannagnada, ania pay ti inaramidda?*  
(While walking, what else did they do?)

*Ania ti nakitada iti parke? Ania ti inaramid ti ubing?*  
(What did they see in the park? What did the child do?)

*Kasano ti ipapan ti tatang iti opisina? Ania ti lugluganan wenno saksakayanna?* (How does the father go to the office? What does he ride?)

*Iti sumaruno nga iruruarda, asino ti itugot ti agama?*  
(The next time they go out for a walk, who will join the child and the father?)

*Nasayaat kadi ti agpagnapagna? Iti komunidad wenno lugartayo, sadino ti mayat a papanan pagpagnapagnaan?* (Is it good to walk? In our community, where is a nice place to go for a walk?)

3

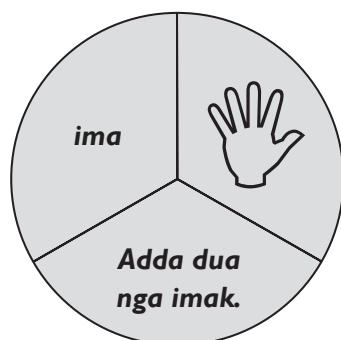
**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

- Teacher shows spelling words written on flash cards.  
Teacher reads the word. Then, teacher lets pupils read the words.  
After, let pupils spell the words and read them.  
Example: parke → p ... a ... r ... k ... e ... → parke
- After each word, teacher asks pupils to use the words in a sentence. Here are the suggested words for spelling:

|               |                  |                   |                   |                    |
|---------------|------------------|-------------------|-------------------|--------------------|
| <i>gurong</i> | <i>takiag</i>    | <i>barukong</i>   | <i>patong</i>     | <i>panagwatwat</i> |
| <i>abaga</i>  | <i>traysikel</i> | <i>panagyaman</i> | <i>nasalun-at</i> | <i>bisikleta</i>   |

- Teacher assigns one word per row. Use the words that can be illustrated (e.g. *ima*, *abaga*). Each student in each row has to create a Word Pie for the word assigned to them. A word pie will contain a word, a drawing of the word and a sentence using the word. Teacher may need to demonstrate this to scaffold the activity

Example:



- After ten minutes, teacher asks pupils to pair with a student from another row and share their sentences to each other.

## NOTES

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Istoriaen ti “Adda Papananmi ken Tatang” kadagiti kameng ti pamilyayo. Padasenyo man ti agpagnapagna iti komunidad wenno aglawlanyo iti lima ayingga iti sangapulo a minuto a kakaduayo dagiti kameng ti pamilyayo. Laglagipenyo no ania dagiti makitayo ta ibinglayyo dagitoy inton bigat.*  
(Retell the story, *Adda Papananmi Ken Tatang*. Try walking around your community or surroundings for 5 to 10 minutes with family members. Remember what you will see because you will share this tomorrow.)

## ALDAW

## 2

## OBJECTIVES

- (1) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (2) Retell a story listened to
- (3) **MTIVCD-IVa-i-3.2** Identify and use synonyms



## MATERIALS

1. Copy of Read Aloud Story: *Adda Papananmi ken Tatang*
2. Spelling words written on flashcards

## I

**INALDAW NGA ARAMIDEN: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher shows a dialogue about going on a trip or going out for a walk. Teacher calls on volunteer pupils to act out the dialogue.



Carina: *Komustaka, Lino?*

Lino: *Nasayaat met.  
Sika ngay, komustaka?*

Carina: *Naragsakak ita. Idi kalman, simmurotak ken ni Tatang a napan nangayo idia bakir.*

Lino: *Ay, kasta?  
Ania dagidiay nakitam?*



NOTES

|   |   |
|---|---|
| Carina: Addada nakitak a natatayag a kaykayo. Kuna ni Tatang, nabayag kanon dagidiay.   | Lino: Adda nakitayo nga ayup?   |
| Carina: Ay, adda. Nagadu a billit nga agsasabali ti kolorda. Adda pay nakitami a sunggo.  | Lino: Ayna, nagragsak man, Carina! Mabalín ngata a sumurotak iti panangayoyo? |
| Carina: Sige ta ibagak ken ni Tatang. Kunana, inton sumaruno nga ipapanmi idiy bakir, ipannak idiy waig. Addada kano itik idiy. | Lino: Nagmayaten! Talaga a kayatko ti sumurot!                                |

**Teacher says:** *Ubbing, inaramidyo kadi ti impaasaynmentko idi kalman? Pagsaritaanyo man ken ti kaabayyo. Damagenyo no napananda idi kalman ken no ania ti nakitada.* (Children, did you do the homework I gave you yesterday? Talk to the person beside you. Ask them where they went yesterday and what they saw.)

- Teacher gives guide questions for pupils to ask their partners.

Examples: *Napanam?*  
*Ania ti nakitam?*  
*Nagustuam kadi daydiay napanam? Apay?*

2

**PANANGISTORIA ITI NABASA A LIBRO A READ ALOUD: ADDA PAPANANMI KEN TATANG**

**(RETELLING OF THE READ ALOUD STORY: MAY LAKAD KAMI NI TATAY)**

- Teacher divides the class into groups. Assign parts of the story to the groups. Show or give them pictures from the book. Give each group five minutes to talk about what happened in the story based on the picture assigned to them.
- After five minutes, ask each group to narrate parts of the story.

3

**PANANGREPASO: KAPADA (REVIEW: SYNONYMS)**

- Teacher asks pupils questions from the story as introduction to lesson on synonyms.

**Teacher says:** *Ubbing, apay a kayat ti Tatang a mapan agbagnapagna ni Ramon? Ania ti langa ti bagi ni Ramon?* (Children, why did Father want Ramon to take a walk? How did Ramon's body look like?)

- Pupils may answer “*nagtimbukel*” (round) or “*nalukmeg*”.

## NOTES



**Teacher says:** *Agpada kadi ti kayat a sawen ti nagtimbukel ken nalukmeg?* (Does round and fat have the same meaning?)

- Teacher puts the two words together on the board.



**Teacher says:** *Kasano ti pannagna da Ramon ken ti tatangna?* (How did Ramon and his dad walk?)

- Pupils may answer “*napardas*” (fast) and “*nabuntog*” (slow). Present two flash cards which are synonyms of the two words.



**Teacher says:** *Ania ti addaan iti agpada a kaipapanan? . . . Ania ti kapada ti balikas a “nabuntog”?*

- Teacher puts synonymous words together and lets pupils read the words.

|                 |                    |
|-----------------|--------------------|
| <i>nalukmeg</i> | <i>nagtimbukel</i> |
| <i>napardas</i> | <i>napartak</i>    |
| <i>nabuntog</i> | <i>nagbayag</i>    |



**Teacher says:** *Malagipyo pay dagitoy a balikas? Ania ti makunayo maipapan iti tunggal paris a balikas . . . Ania ti awagtayo kadagitoy a balikas?* (Do you still remember these words? What can you say about each pair of word? . . . What do we call these words?)

- Teacher lets pupils use the words in sentences.

### **Dagiti Aramiden (Activity)**

#### **Buluhaton (Activity):**

#### **I. Pagparehaen dagiti Kapada. (Match the synonyms.)**

|                |   |   |                 |
|----------------|---|---|-----------------|
| <i>adu</i>     | • | • | <i>napintas</i> |
| <i>nasudi</i>  | • | • | <i>grasia</i>   |
| <i>natayag</i> | • | • | <i>naimas</i>   |
| <i>nananam</i> | • | • | <i>nawadwad</i> |
| <i>Parabur</i> | • | • | <i>nangato</i>  |

#### **II. Mangpili iti dua a Kapada ket usaren dagitoy iti patang.** (Choose two synonyms and use them in sentences.)

1. \_\_\_\_\_

2. \_\_\_\_\_

- After five minutes, teacher asks pupils to exchange their work with their seatmates. Then, let them check each other's work. Let pupils check if the sentences are written correctly – proper capitalization, spacing, and punctuation. After, teacher collects the pupils' work.

NOTES

4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher leads pupils in a simple exercise (2 moves with eight counts each).

**OBJECTIVES**

- (1) **MTIPWR-IVa-i-7.1** Read sight words and other grade level words
- (2) **MTIVCD-IVa-i-3.2** Identify and use antonyms
- (3) **MTIC-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization

**ALDAW**

3

I

**INALDAW A MAARAMID:**

**PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN PARA ITI NADUMADUMA A GRADO  
(ROUTINE: READING SIGHT WORDS AND OTHER GRADE LEVEL WORDS)**

- Teacher asks pupils to read simple sentences with high frequency and spelling words.

Examples:

|                                   |                                  |
|-----------------------------------|----------------------------------|
| <i>Nadalus daytoy imak.</i>       | <i>Napartak ti taray ti bus.</i> |
| <i>Nalaingak nga agbisikleta.</i> | <i>Nasakit daytoy abagak.</i>    |



**MATERIALS**

- Words for Reading Drill
- Antonyms written on flash cards

**NOTE**

Let pupils read simple sentences with high frequency and sight words to develop fluency. However, if there are still pupils who have difficulty reading, let them read sight words and grade level words.

2

**PANANGREPASO: KASUPADI  
(REVIEW: ANTONYMS)**

**Teacher says:** *Ubbing, idi kalman, inadaltayo ti maipapan iti kapada. Dagitoy a balikas ket addaan iti agpada a kaipapanan wenno kayat a sawen. Ita, adda sumagmamano a balikas a kayatko nga ibinglay kadakayo. Kayatko a pagparisenyo dagiti balikas nga agsupadi ti kaipapanan wenno kayat a sawen. Kas pagarigan, no ibagak a sango, ania ti kasupadi ti sango, likud wenno abay?* (Children, yesterday we learned about synonyms. These are words that have the same meaning. Today, I have some words that I want to show to you. I want you to pair the words that are opposites in meaning. For example, if I say front, what is the opposite of front – back or side?)



## NOTES

- Teacher shows words written on flash cards. He or she asks pupils to pair words that are opposite in meaning.

|                  |                  |
|------------------|------------------|
| <i>nalukmeg</i>  | <i>nakuttong</i> |
| <i>napardas</i>  | <i>nabuntog</i>  |
| <i>naparabur</i> | <i>naimut</i>    |

- Once antonyms have been paired correctly, teacher asks pupils to read the words.



**Teacher says:** *Malagipyo pay ti awag dagitoy a balikas? . . .*  
*Dagitoy ket kasupadi.* (Do you still remember how you call these words? ... These are antonyms.)

### Aramiden (Activity)

#### I. Pagparehaen dagiti Kasupadi. (Match the antonyms.)

|                  |   |   |                  |
|------------------|---|---|------------------|
| <i>Adu</i>       | • | • | <i>naragut</i>   |
| <i>Nasudi</i>    | • | • | <i>nakurapay</i> |
| <i>Natayag</i>   | • | • | <i>nalab-ay</i>  |
| <i>Nananam</i>   | • | • | <i>bassit</i>    |
| <i>Nabaknang</i> | • | • | <i>pandek</i>    |

#### II. Mangpili iti dua a kasupadi ket usaren dagitoy iti patang. (Choose two antonyms and use them in sentences.)

- \_\_\_\_\_
- \_\_\_\_\_

- After five minutes, teacher asks pupils to exchange work with their seatmates. Then, let them check each other's work. Let pupils check if the sentences are written correctly – proper capitalization, spacing and punctuation. After, teacher collects the pupils' work.

## 3

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework. Divide the class into two.  
 For Group 1, as homework, they draw two things that make them healthy. For Group 2, as homework, they draw two things that make them unhealthy.

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTIGA-IVe-g-1.5** Use describing words in sentences
- (4) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs
- (5) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials

## ALDAW

4

### I INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)

- Teacher asks pupils to show their homework to their partners and talk about it. After paired sharing, ask for volunteer pupils to share to the class. Ask pupils about the things they have drawn.

**Teacher says:** *Dagiti balikas a “naragsak” ken “naliday”, kapada wenno kasupadi?* (Are the words “happy” and “sad” synonyms or antonyms?)



### MATERIALS

I. Adjectives written on flash cards

### 2 PANANGREPASO: BALIKAS A PAGILADAWAN (REVIEW: ADJECTIVES)

- Teacher shows the picture of the father from the Read Aloud Story.

**Teacher says:** *Kitaenyo ti ladawan ti Tatang. Ania ti maibagayo kenkuana? Iladawanyo man.* (Look at the picture of Father. What can you say about him? Describe him.)

- When a pupil gives an adjective, teacher writes the word on the board. After pupils have given answers, he or she lets them read the words on the board.
- Teacher lets pupils make sentences on the board. For the first two sentences, pupils give the sentence and teacher writes on the board. For the succeeding sentences, encourage the pupils to write their sentences on the board.

Example: *Nasalun-at ni Tatang.* (Father is healthy.)  
*Napigsa ni Tatang.* (Father is strong.)  
*Nasingpet ni Tatang.* (Father is kind.)

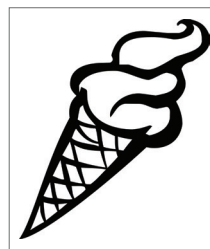
**Teacher says:** *Ania ti serbi dagitoy a balikas? . . . Maawagan iti balikas a pagiladawan dagiti balikas a mangiladawan kadagiti bambanag, lugar ken tattao wenno ayup.* (What do these words do? . . . Words that describe things, places, people, or animals are called adjectives.)

## NOTES

**Aramiden (Activity)**

- Divide the pupils into groups of four or five. Each group gets a picture. Ask them to look at the picture and think of ways to describe the picture without saying its name. Teacher needs to model this. Tell pupils that after five minutes, they are going to describe the picture to other groups and let other groups guess what the picture is.

Examples of pictures:



## References:

- (1) picture of chocolate from: <http://i.huffpost.com/gen/1423652/thumbs/o-CHOCOLATE-facebook.jpg>  
 (2) picture of ice cream from: [http://www.clipartpanda.com/clipart\\_images/clip-art-food-ice-cream-3365928](http://www.clipartpanda.com/clipart_images/clip-art-food-ice-cream-3365928)

## 3

**PANAGPUTAR A MAUSAR DAGITI BALIKAS-A-PAGILADAWAN (COMPOSING ACTIVITY USING ADJECTIVES)**


**Teacher says:** *Ubbing, adda ipakitak a ladawan. Mangsuratkayo iti tallo agingga iti lima a patang maibasar iti ladawan. Ipakitak nga umuna no kasano ti mangsurat iti patang nga agtultuloy.* (Children, I will show you a picture. You will write three to five sentences based on the picture. I will first show you how to write sentences continuously.)

- Teacher shows the picture of Father in the Read Aloud Story. Teacher uses the sentences given from the previous activity.

---

*Nasalun-at ni Tatang. Napigsa ni Tatang. Nasingpet ni Tatang.*

---



**Teacher says:** *Ubbing, kitaenyo dagiti patang. . . Kitaen ti umuna a patang. Ania ti madlawyo? . . . No agsurat kadagiti patang nga agtultuloy, mangipantayo iti espasio sakebay dagiti umuna a patang. No makapantayon iti maikadua a linia, saanen a masapul ti espasio. Aramidentayo daytoy no pagsasarunuentayo dagiti patang. . . Maawagan daytoy iti parapo. Kayatyo ta padasentayo ti mangsurat iti parapo?* (Children, look at the sentences. . . Look at the first sentence. What do you notice? . . . When writing sentences continuously, we put a space before the first sentences. When we get to the second line, there is no need for a space. We do this when we are continuously writing sentences. . . This is a paragraph . . . Shall we try writing a paragraph?)

**NOTE**

Point to the format of the paragraph as you discuss it to make the explanation clearer for the pupils.

- Teacher shows a picture to the pupils. Ensure that this picture is able to stimulate pupils' ability to write simple sentences using adjectives. Teacher must also keep the adjectives written on the board for pupils' reference, and he or she can add more adjectives to help pupils compose sentences.

Example:



- Teacher gives pupils 20 minutes to write their paragraphs of three sentences each. Teacher goes around to monitor pupils' work. He or she gives more assistance to pupils who are struggling to write. Teacher may prepare worksheets with sentences frames that struggling pupils can fill out or copy.
- After 20 minutes, teacher asks pupils to read what they have written to their partners. Collect their work after sharing.

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- As homework, teacher reminds pupils to review spelling words.

## NOTES

### NOTE

Use a picture that will allow pupils to use some adjectives recently discussed. Also, the picture must not be too complicated for pupils to write about.

## ALDAW

5

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Sing a song individually with ease and confidence
- (2) **MTIPWR-IVa-i-6.2** Spell correctly Grade I level words consisting of letters already learned
- (3) **MTIC-IVa-i-1.3** Express ideas through phrases using both invented and conventional spelling



## MATERIALS

- I. Copy of Read Aloud Story: *Adda Papananmi ken Tatang*

## I

## INALDAW A MAARAMID: KANTA (ROUTINE: SONG)

- Teacher teaches the song “*Dua ti Imak*” to the tune of “I Have Two Hands.”

**“Dua ti Imak” \***

*Dua ti imak,  
Kanigid, kanawan.  
Ingatok ida  
Nadalusda  
Agsipatak  
Maysa, dua  
Napintasda  
A mabuybuya*

- Teacher asks pupils to form groups of three and practice the song. He or she tells them that they will be called to sing the song in front of the class.
- After 5 minutes, teacher asks for volunteer pupils to sing the song to the class.



**Teacher says:** *Maipapan iti ania ti kanta? Ania ti kayat nga ibinglay ti kanta?* (What is the song about? What does the song want to tell?)

## 2

## EKSAMEN ITI ISPELING (SPELLING TEST)

- Teacher gives spelling test to pupils.

**Eksamen iti Ispeling**

I. *Diktasyon. Denggen ti maidikta a patang ket isurat ti lima a balikas a maispeling a nausar.*

II. *Timbukelan dagiti balikas a husto ti ispelingna.*

- |                    |                  |                  |
|--------------------|------------------|------------------|
| 1. <i>barukong</i> | <i>barrokong</i> | <i>barukongg</i> |
| 2. <i>nakappuy</i> | <i>nakapuy</i>   | <i>nakkapoy</i>  |



|              |           |           |
|--------------|-----------|-----------|
| 3. bisikleta | beseklita | bisiklita |
| 4. laddawan  | ladawan   | ladawann  |
| 5. aggaraw   | agaraww   | aggaraw   |

## NOTES

### 3

#### ADDA KADUA WENNO KAKADUA A MANGBASA ITI LIBRO A READ ALOUD: ADDA PAPANANMI KEN TATANG

#### (SHARED READING OF THE READ ALOUD STORY: MAY LAKAD KAMI NI TATAY)

- Teacher rereads the story. Teacher asks volunteer pupils to read parts of the story.
- Teacher asks questions about the story facilitating discussion on keeping healthy.

**Teacher says:** *Ubbing, ania ti ebersisio wenno panagwatwat a magusgustuanho? Kayatyo ti agpagnapagna wenno agsala?* (Children, what kind of exercise do you like? Do you want to walk or dance?)



### 4

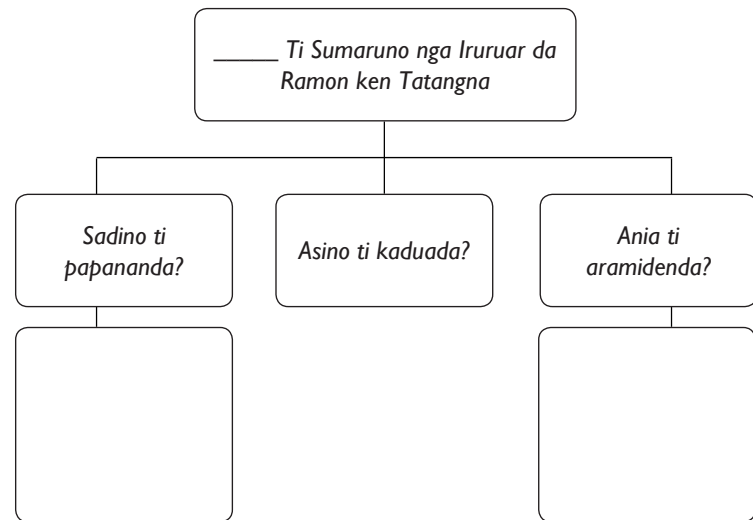
#### SANGKABUNGGOYAN A PANAGPARTUAT (BRAINSTORMING ACTIVITY: RAMON'S NEXT DAY OUT)

**Teacher says:** *Ubbing, iti udi ti istoria nga "Adda Papananmi ken Tatang", imbag a ti Tatang ken ni Ramon a rummuwardanto manen iti sabali nga aldaw. Papananda? ... Asino ti sumurotto kadakuada? ... Ania ti aramidendanto?* (Children, in the end of the story "May Lakad Kami ni Tatay", Father told Ramon that they would have another day out. Where would they go? .... Who would join them? ... What would they do?).



- As pupils give answers, teacher writes their answers on the board. Then, teacher says that they will try to imagine where Ramon and his father will go next. They will also write who are joining them and what they will do. Teacher tells pupils that they are going to write down their ideas.

## NOTES

***Ti Sumaruno nga Iruruar da Ramon ken Tatangna*****5****PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher lets pupils bring their work home so they can finish it. Let them check their work for spelling. Encourage them to ask help from family members.

WEEK

38

## TEACHER'S GUIDE

# GRADE 1

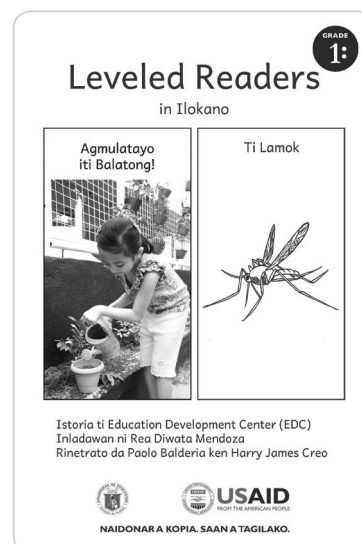
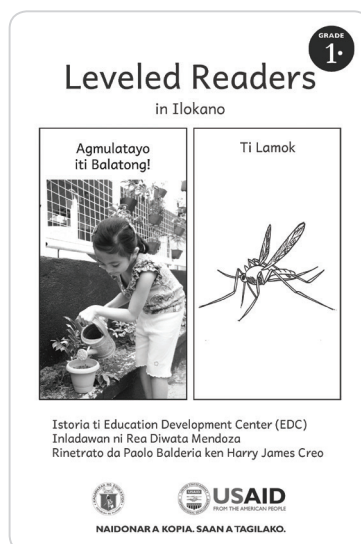
## MOTHER TONGUE

## ILOKANO

**THEME: PANAMAGTALINAED ITI KINATALGED KEN  
SALUN-AT ITI KOMUNIDADKO  
(STAYING SAFE AND HEALTHY IN MY COMMUNITY)**

**READ ALOUD STORY: ADDA PAPANANMI KEN TATANG  
(MAY LAKAD KAMI NI TATAY)**

**LEVELED READER: “TI LAMOK” (“THE MOSQUITO”)**



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade 1 ILOKANO** **QUARTER 4, WEEK 38 (50 MINUTES PER DAY)**

**Theme:** *Panamagtalinaed iti Kinatalged ken Salun-at iti Komunidadko*

**(Staying Safe and Healthy in My Community)**

**Read Aloud Book:** *Adda Papananmi ken Tatang (May Lakad Kami ni Tatay)*

**Leveled Reader:** *"Ti Lamok" ("The Mosquito")*

| Day   | Domain     | Objectives  | Subject Matter  |
|-------|------------|---|---|
| Daily | <b>OL</b>  | <ul style="list-style-type: none"> <li>• <b>MT IOL-IVa-i-1.3</b><br/>Talk about familiar objects using descriptive words</li> <li>• <b>MT IOL-IVa-i-6.2</b><br/>Participate actively in class discussion on familiar topics</li> <li>• <b>MT IOL-IVe-i-5.1</b><br/>Listen and respond to others in oral conversation</li> <li>• <b>MT IOL-IVc-d-4.2</b><br/>Recite and sing individually with ease and confidence, songs, poems, chants, and riddles</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Song/Poem/Chant/Riddle</li> <li>• Sight Words</li> </ul>  |
|       | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MT IPWR-IIIa-i-7.1</b><br/>Read sight words and other grade level words</li> </ul>  |   |
| I     | <b>LC</b>  | <ul style="list-style-type: none"> <li>• <b>MT ILC-IIIh-i-8.2</b><br/>Retell literary and informational texts appropriate to the grade level listened to</li> </ul>   | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Adda Papananmi ken Tatang (May Lakad Kami ni Tatay)</i><br/>Story by: Eugene Y. Evasco;<br/>Illustrator: Brent Sabas</li> <li>• Composing Activity</li> </ul> |
|       | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MT IC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> <li>• <b>MT IPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li> <li>• <b>MT IC-IVa-i-2.1</b><br/>Write sentences or longer texts with proper punctuation, spacing, and capitalization</li> </ul>   |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;

**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;

**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>1. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher asks questions related to the theme or lesson discussed</li> </ul> <p>b. Song/Poem/Chant/Riddle</p> <ul style="list-style-type: none"> <li>Teacher introduces a song, poem, chant, or play a game of riddles</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Teacher introduces sight words and other grade level words</li> </ul>   | <p>1. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about assigned topics</li> </ul> <p>b. Song/Poem/Chant/Riddle</p> <ul style="list-style-type: none"> <li>Pupils actively participate in the activity</li> </ul> <p>c. Sight Words</p> <ul style="list-style-type: none"> <li>Pupils practice reading sight words and other grade level words</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Story Telling</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the story listened to the previous week</li> </ul> <p>3. Differentiated Writing Activities: Ramon and Father's Next Day Out</p> <ul style="list-style-type: none"> <li>Teacher instructs writing activity to different groups</li> </ul> <p>Group 1: Writing about where Ramon and his father will see</p> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Story Telling</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Adda Papananmi ken Tatang</i></p> <ul style="list-style-type: none"> <li>Pupils participate actively during retelling of the story</li> </ul> <p>3. Differentiated Writing Activities: Ramon and Father's Next Day Out</p> <ul style="list-style-type: none"> <li>Pupils write about cleaning and beautifying their favorite places</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |   |

| Day | Domain     | Objectives  | Subject Matter   |
|-----|------------|---|--|
| 1   | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>  |  |
| 2   | <b>SS</b>  | <ul style="list-style-type: none"> <li>• <b>MTISS-IVf-i-4.3</b><br/>Get information such as title of a selection and/or pages from the table of contents</li> </ul>   | <ul style="list-style-type: none"> <li>• Table of Contents</li> </ul>  |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |  |
| 3   | <b>F</b>   | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade 1 level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader: “<i>Ti Lamok</i>” (“The Mosquito”) Author: EDC Leveled Reader Library; Illustrator: Rea Diwata Mendoza</li> <li>• Spelling Words</li> </ul> |
|     | <b>PWR</b> | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-7.2.1</b><br/>Read phrases, sentences, and/or short stories</li> </ul>   |  |
|     | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade 1 level words consisting of letters already learned</li> </ul>  |  |
|     | <b>RC</b>  | <ul style="list-style-type: none"> <li>• <b>MTIRC-Iva-1.2</b><br/>Note important details in grade level informational texts read</li> </ul>   |  |

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**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>Groups 2: Writing independently about what Ramon and his father will go, who will be with them and what they will do</p> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils look at the first pages of books they have at home and what they see in it</li> </ul>  |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Getting Information from Table of Contents</p> <ul style="list-style-type: none"> <li>Teacher introduces and discusses Table of Contents.</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher can give enrichment work as review for examination week</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sharing</li> </ul> <p>2. Getting Information from Table of Contents</p> <ul style="list-style-type: none"> <li>Pupils participate actively in the discussion on Table of Contents</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils participate in enrichment activities</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: "Ti Lamok"</p> <ul style="list-style-type: none"> <li>Teacher divides the class into two groups and distributes appropriate text according to their level</li> </ul> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher presents high frequency words and some phrases from the story</li> <li>Teacher lets pupils look at the pictures on each page and to talk about it</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to read the leveled reader. Then, have Pupil A read to Pupil B and reverse roles.</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions to discuss the story</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> <p>2. Guided Reading of the Leveled Reader: "Ti Lamok"</p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read high frequency words and some phrases from the story</li> <li>Pupils look at the pictures and talk about it. Pupils give the title, author, and illustrator of the book.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils read the leveled reader in pairs and to each other</li> </ul> <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils spell grade level words correctly</li> </ul> |

**C** – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;  
**ATR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;  
**S** – Spelling; **HW** – Handwriting

| Day | Domain   | Objectives   | Subject Matter   |
|-----|----------|--|--|
| 3   |          |  |  |
| 4   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader: “<i>Ti Lamok</i>” (“The Mosquito”)<br/>Author: EDC Leveled Reader Library;<br/>Illustrator: Rea Diwata Mendoza</li> <li>• Composing Activity</li> </ul> |
|     | <b>C</b> | <ul style="list-style-type: none"> <li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences or longer texts using both invented and conventional spelling</li> <li>• <b>MTIPWR-IVa-8.1</b><br/>Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs</li> </ul> |  |
| 5   | <b>F</b> | <ul style="list-style-type: none"> <li>• <b>MTIF-III-IVa-i-1.3</b><br/>Read Grade I level words, phrases, sentences, and short paragraph/ story with proper expression</li> <li>• <b>MTIF-III-IVa-i-1.4</b><br/>Read Grade I level texts with an accuracy rate of 95 – 100%</li> </ul>   | <ul style="list-style-type: none"> <li>• Leveled Reader: “<i>Ti Lamok</i>” (“The Mosquito”)<br/>Author: EDC Leveled Reader Library;<br/>Illustrator: Rea Diwata Mendoza</li> </ul>                               |

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| Teacher Activities   | Learner Activities  |
|--|---|
| 3. Spelling Words <ul style="list-style-type: none"> <li>Teacher highlights spelling words from the story</li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | 4. Concluding the Session <ul style="list-style-type: none"> <li>Homework: Pupils retell the story to their family members. They share to them how to keep their homes mosquito-free.</li> </ul>  |
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Differentiated Writing Activity: Writing About an Animal <ul style="list-style-type: none"> <li>Teacher instructs and models composing activity</li> </ul> 3. Differentiated Activities: Guided Reading and Writing <ul style="list-style-type: none"> <li>Group 1 (easy text): Reading                             <ul style="list-style-type: none"> <li>Teacher lets the pupils read the text together as a group</li> </ul> </li> <li>Group 2: Writing                             <ul style="list-style-type: none"> <li>Teacher lets pupils do composing activity</li> </ul> </li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Teacher lets Group 2 pupils read their works to Group 1 pupils</li> <li>Teacher gives homework</li> </ul> | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sharing</li> </ul> 2. Differentiated Writing Activity: Writing About an Animal <ul style="list-style-type: none"> <li>Pupils participate actively in whole class instruction of composing activity</li> </ul> 3. Differentiated Activities: Guided Reading and Writing <ul style="list-style-type: none"> <li>Group 1 (easy text): Reading                             <ul style="list-style-type: none"> <li>Pupils read the text together as a group</li> </ul> </li> <li>Group 2: Writing                             <ul style="list-style-type: none"> <li>Pupils do composing activity</li> </ul> </li> </ul> 4. Concluding the Session <ul style="list-style-type: none"> <li>Pupils in Group 2 read to Group 1 pupils</li> <li>Homework: Pupils review spelling words</li> </ul> |
| 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> 2. Spelling Assessment <ul style="list-style-type: none"> <li>Teacher gives spelling test</li> </ul>   | 1. Routine (same as above under Daily Activities) <ul style="list-style-type: none"> <li>Sight Words and Grade Level Words</li> </ul> 2. Spelling Assessment <ul style="list-style-type: none"> <li>Pupils correctly spell grade level words</li> </ul>   |
| <b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension; <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge; <b>S</b> – Spelling; <b>HW</b> – Handwriting   |   |

| Day | Domain | Objectives   | Subject Matter   |
|-----|--------|--|--|
| 5   | S      | <ul style="list-style-type: none"><li>• <b>MTIPWR-IIIa-i-6.2</b><br/>Spell and write Grade I level words consisting of letters already learned</li></ul>                             | <ul style="list-style-type: none"><li>• Spelling Test</li><li>• Composing Activity</li></ul> |
|     | C      | <ul style="list-style-type: none"><li>• <b>MTIC-IIIa-e-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li></ul> |  |
|     | ATR    | <ul style="list-style-type: none"><li>• <b>MTIATR-IVa-i-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li></ul>                                   |  |

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**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities  |
|---|---|
| <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Group 2 (challenging text): Teacher lets the pupils read the text together as a group</li> <li>Group 1: Teacher lets pupils do composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher asks pupils in Group 1 to show their works to pupils in Group 2</li> </ul> | <p>3. Differentiated Activities: Reading and Writing</p> <ul style="list-style-type: none"> <li>Group 2 (challenging text): Pupils read the text together as a group</li> <li>Group 1: Pupils do composing activity</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils in Group 1 show their works to pupils in Group 2</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles
- (2) **MTILC-IIIh-i-8.2** Retell literary text appropriate to the grade level listened to
- (3) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (4) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly
- (5) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentation, and format) when copying/writing words, phrases, sentences, and short paragraphs
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copy of Read Aloud Story: *Adda Papananmi ken Tatang*

## NOTE

It is suggested that during the week the Leveled Reader is used, pupils are grouped and seated based on abilities. For purposes of this Teacher's Guide, Group 1 will refer to pupils having difficulties with reading and writing while those in Group 2 are those who are performing on the average or advanced.

I

**INALDAW NGA ARAMIDEN: PANANGISTORIA ITI ISTORIA (ROUTINE: STORYTELLING)**


**Teacher says:** *Ubbing, asino kadakayo ti mangibinglay iti inaramidna a graphic organizer? Nalpasyo kadi idi kalman? Asino ti mangipakita ken mangbasa ditoy sango?* (Children, who wants to show their graphic organizers? Didn't you finish this yesterday? Who wants to show and read in front?)

- Teacher calls on volunteer pupils. Let them start their sharing by saying *"Iti maysa nga aldaw, da Ramon ken Tatangna ket . . ."* (One day, Ramon and Father ...) as they would in storytelling.

2

**PANANGISTORIA ITI NABASA A LIBRO A READ ALOUD: ADDA PAPANANMI KEN TATANG**
**(RETELLING OF THE READ ALOUD STORY: ADDA PAPANANMI KEN TATANG)**

- Teacher asks pupils to retell the story, *Adda Papananmi ken Tatang*. He or she can use the book with the text covered to prompt pupils in retelling the story.
- Teacher gives opportunity to pupils who are less comfortable and confident with speaking in front of the class.
- Teacher can discuss the ending of the story.



**Teacher says:** *Sadino ti sumaruno a papanan da Ramon ken tatangna? Asino ti kaduada?* (Where will Ramon and his father go next? Who will be with them?)

3

**AGDUMA A PANAGPUTAR: SUMARUNO A PAPANAN DA RAMON KEN TATANGNA**

NOTES

**(DIFFERENTIATED WRITING ACTIVITY: RAMON AND FATHER'S NEXT DAY OUT)**

**Teacher says:** *Ubbing, itattay, sumagmamano kadakayo ti nangibinglay iti graphic organizer-da iti sango. Ita, ibinglayyo met ti inaramidyo iti kaabayyo.* (Children, earlier some of you talked about your graphic organizer in front. Now share what you made with the person beside you.)



- After ten minutes, teacher instructs pupils' to do the writing activities. He or she tells pupils that they are going to write a short story about Ramon and his father's next day out.
- Teacher tells pupils that they must think of a title. He or she asks for ideas from the pupils and writes the titles on the board. He or she reminds pupils to write the title in the middle of the line.

**Sumaruno nga Iruruar da Ramon ken Tatangna**

**Teacher says:** *Iti libro a nabasayo, kasano a nangrugi ti istoria?* (In the books you read, how does a story begin?)



- As pupils give answers, teacher writes the answers on the board:

**Sumaruno nga Iruruar da Ramon ken Tatangna**

*Iti maysa nga aldaw ....  
Iti sumaruno nga agsapa ....*

- Teacher then asks pupils: Where did Ramon and his father go? .... Who was with them? .... What did they do?

**Sumaruno nga Iruruar da Ramon ken Tatangna**

*Iti maysa nga aldaw, napan da Ramon ken Tatangna iti igid ti baybay. Kaduada da Lolong, Lolang ken Nanang ni Ramon. Nag-jogging-da. Sa nagdigosda iti baybay. Kalpasanna, nanganda.* (One day, Ramon and Father went to the shore. They went with Grandpa, Grandma, and Mother. They jogged. Then, they swam in the water. After, they ate.)

**Teacher says:** *Ania ti nadlanyo iti umuna a patang ti istoria? ... No agsuratkayo iti parapo, mangikabil iti espaso sakabay ti umuna a patang.* (What do you notice about the first sentence in the story? ... If you write a paragraph, put a space before starting the first sentence.)



## NOTES

- Teacher tells pupils that first they will draw their ideas. Then, they can use their graphic organizers to make the sentences in the story. Encourage the pupils to add more sentences.
- While they are drawing, teacher instructs separately pupils belonging to Groups 1 and 2. As teacher goes to each group, he or she asks the pupils to pause and listen to further instructions.

| Group 1   | Group 2   |
|---|---|
| <p>1. Teacher provides sentence frames for pupils to complete and make a short story.</p> <p>Example:</p> <p><i>Iti maysa nga aldaw,</i><br/> _____ <i>da Ramon ken</i><br/> <i>tatangna. Napanda idia</i><br/> _____ <i>Kaduada da</i><br/> _____.</p> <p>2. Teacher goes around and checks if pupils are doing their tasks.</p> | <p>1. Teacher checks if all pupils are working independently and if what they are doing is correct.</p> <p>2. Teacher instructs pupils to write their stories below the drawing</p> |

**Aramiden Bayat ti Panaguray (Activity while waiting):**

- Those who finish early can pair up and show each other's works.
- After fifteen to twenty minutes, teacher asks pupils to form groups with members from Groups 1 and 2. Then, let pupils show and talk about their works to their group members.
- After five minutes, teacher asks for volunteer pupils to present to the class.

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

**Homework:** *Mangbirok iti libro idia balayyo. Kitaen dagiti umuna a panid ket biroken ti Dagiti Linaona wenno Table of Contents. Ania ti makitayo? Ania ti impormasion nga adda iti Table of Contents? Itugotyo man inton bigat ti makitayo a libro.* (Look for a book at home. Look at the first pages and find the Table of Contents. What do you see? What information does the Table of Contents have? Bring the book tomorrow.)

## OBJECTIVES

- (1) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (2) **MTISS-IVf-i-4.3** Get information such as title of a selection and/or pages from the table of contents

## ALDAW

2

## INALDAW NGA ARAMIDEN: PANAGBIBINNINGLAY (ROUTINE: SHARING)

**Teacher says:** *Ubbing, ania ti nakitayo kadagiti umuna a panid ti libro? Ipakita ti intugotyo a libro iti kaabayyo. Amirisen no ania ti makitayo kadagiti umuna a panid.* (Children, what do you see in the first pages of the book? Show the books you brought to your partners. Look at what you see in the first pages.)

- Teacher asks pupils to discuss the Table of Contents with a pair. After 10 minutes, ask volunteer pupils to read from the Table of Contents. Then, ask pupils to guess what the book might be about.

## MATERIALS

- Sample Table of Contents

## NOTE

Books brought can be in Filipino and English. Allow pupils to use the book, but conduct the lesson and discussion in Mother Tongue.

## 2 DAGITI LINAONNA (TABLE OF CONTENTS)

- Teacher shows a sample of a Table of Contents written on manila or chart paper. Ask questions so pupils can talk about it. Example:

| Dagiti Linaonna                 | Panid |
|---------------------------------|-------|
| Dagiti Pisikal nga Ay-ayam      | 1     |
| Basketbol                       | 2     |
| Volleyball                      | 4     |
| Panaglangoy                     | 6     |
| Tennis                          | 8     |
| Dagiti Ay-ayam para iti Panunot | 10    |
| Scrabble                        | 12    |

**Teacher says:** *Ania ti makitayo iti pisarra? Ania ti impormasion a makitayo iti Dagiti Linaonna?* (What do you see on the board? What information do you find in the Table of Contents?)

- Teacher asks questions about the Table of Contents. Teacher may use the Grade 1 books that pupils have for more activities. Examples:

*No kayatko a maammuan ti maipapan iti ay-ayam a tennis, ania a panid ti papanak?* (If I want to know about the game tennis, which page will I go?)

*Ania a klase a libro daytoy?* (What kind of a book is this?)

## NOTES

*Dagiti Aramiden (Activity)*

- Teacher asks pupils to do an activity on Table of Contents.

| <i>Dagiti Linaonna</i> | <i>Panid</i> |
|------------------------|--------------|
| <i>Dagiti Kayo</i>     | 1            |
| <i>Narra</i>           | 2            |
| <i>Saleng</i>          | 4            |
| <i>Alukon</i>          | 6            |
| <i>Dagiti Prutas</i>   | 8            |
| <i>Mangga</i>          | 10           |
| <i>Santol</i>          | 12           |

- Ania ti mabasa iti panid 4? \_\_\_\_\_*
- Kayatko a maammuan no ania a kayo ti mabalin a maaramid a tugaw, kabinet? \_\_\_\_\_*
- Kayatko a maaammuan no kasano nga agbunga ti santol? Ania a panid ti basaek? \_\_\_\_\_*
- Ania ti mabasak iti panid 10? \_\_\_\_\_*
- Ti linaon ti libro ket:*
  - Dagiti maaramid a salad*
  - Dagiti kayo*
  - Dagiti saan nga agbunga a kayo*

## 3

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher can use this time to give further enrichment and assessment of pupils mastery on previous lessons such as compound words, synonyms, and antonyms since the examination week will be in two weeks' time.



### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (3) **MTIPWR-IVa-i-7.2.1** Read phrases, sentences, and/or short stories
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIRC-Iva-1.2** Note important details in grade level informational texts read

### ALDAW

3

I

**INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

### (ROUTINE: READING OF SIGHT WORDS AND GRADE LEVEL WORDS)

- Teacher shows sight words that pupils will read. This serves as review of sight words learned in Quarter 3. Teacher adds other words taken from the Leveled Reader. Below are some suggested words from the leveled reader that teacher can include in the reading drill.

|                |               |                |                   |                  |
|----------------|---------------|----------------|-------------------|------------------|
| <i>lamok</i>   | <i>lubong</i> | <i>dara</i>    | <i>gagatel</i>    | <i>sakit</i>     |
| <i>insekto</i> | <i>payak</i>  | <i>agitlog</i> | <i>salakniban</i> | <i>moskitero</i> |

- Teacher asks four to five pupils to read the words individually. He or she can use a running record or formative assessment of the pupil's skill.

2

**PANANGIBASA ITI LEVELED READER: "TI LAMOK" (READING OF THE LEVELED READER: "THE MOSQUITO")**

### DAGITI ARAMIDEN SAKBAY TI PANAGIBASA (PRE-READING ACTIVITIES)

#### a. *Panagbasa iti Balikas* (Word Work)

- Teacher shows the high frequency words again although some of the words were already presented in the activity earlier.

#### b. *Panagbasa iti Prase* (Phrase Reading)

- Teacher shows phrases from the leveled reader in flash cards. He or she asks pupils to read them. He or she assists them if some phrases are difficult to read.



### MATERIALS

- Copies of Leveled Readers: "Ti Lamok"

### NOTE

If pupils have not yet been divided according to abilities into Group 1 and Group 2, ensure that for this day, pupils are segregated according to Groups 1 and 2.

For Group 1 pupils (struggling readers), teacher gives them the easier text. This can be identified with the **single dot mark** indicated on the cover of the book. Group 2 pupils (average to advanced readers) will read the more challenging text. This can be identified with **two dot marks** on the cover of the book.

## NOTES

- Since there are two groups, there are additional phrases that teacher can give to pupils who are in Group 2 (challenging text).

|                          |                            |                            |
|--------------------------|----------------------------|----------------------------|
| <i>suli ti lubong</i>    | <i>naabbongan iti buok</i> | <i>basura iti aglawlaw</i> |
| <i>nakaro ti pudotna</i> | <i>sangaparis a payak</i>  | <i>saluadan ti bagi</i>    |
| <i>dua nga antena</i>    | <i>daan a goma a pilid</i> | <i>gagatel ken sakit</i>   |

- Additional Phrases for Group 2 (challenging text)

|                                   |  |                                     |
|-----------------------------------|--|-------------------------------------|
| <i>sakit a kas<br/>iti dengue</i> | <i>kagatendaka ket<br/>aggagatelka</i> | <i>mangikabil iti<br/>moskitero</i> |
|-----------------------------------|--|-------------------------------------|

c. ***Panangbuya Kadagiti Ladawan (Picture Walk)***

- Teacher lets pupils look at the pictures on each page of the book. Teacher asks questions so pupils can talk about it.

Example: *Ania ti makitayo iti ladawan?*  
(What do you see in the picture?)

d. ***Panangisagana Kadagiti Ubbing iti Pannakaibasa ti Istoria (Setting the Purpose)***

- Teacher asks pupils to look at the cover of the book and give the title, author and illustrator of the book.



**Teacher asks:** *Maipapan iti ania ti istoria?*  
(What is the story about?)

**BAYAT TI PANAGBASA (DURING READING ACTIVITIES)**

- Teacher distributes the leveled readers to respective group of pupils. Teacher reminds pupils of the things they can do when they encounter a difficult word to read.
- Teacher also uses the time to do formative assessment and to take note of pupils' skills and progress.

Examples:

(1) Teacher can take observation notes of pupils' accuracy and fluency skills in reading.

(2) Teacher can ask pupils to read high frequency and low frequency words and take notes of words they are able and unable to read.

- Teacher takes note of pupils who are able to use certain strategies to decode. Praise them and mention them in class. He or she asks them to show or narrate to the class how they were able to decode a word on their own.

**Aramiden Bayat ti Panaguray (Activity while waiting):**

- Teacher tells pupils that those who have finished reading will do the following:

For Group 2 (challenging text)

- (1) Copy a page from the book in their notebook to practice handwriting.

For Group 1 (easy text)

- (1) Look at the pictures and identify things you see in the picture.
- (2) Look for common words such as “*lamok*”, “*agitlog*”, “*agkagat*”, and “*aggagatel*.”

**NOTE**

Considering the different skills of pupils, some may finish earlier than others. While waiting for other pupils to finish, the following activities can be given to pupils.

**DAGITI ARAMIDEN KALPASAN TI PANAGBASA (AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the leveled reader.

*Apay a saan a kayat dagiti tattao dagiti lamok?*

(Why don't people like mosquitoes?)

*Ania dagiti adda iti bagi ti lamok?*

(What are in a mosquito's body?)

*Ania a klase ti lamok ti agkagat?*

(What kind of mosquito bites?)

*Sadino ti pagitlogan ti babai a lamok?*

(Where does a female mosquito lay its eggs?)

*Ania a tiempo a mabiit ti panagpessa ti itlog ti lamok?*

*Ania a tiempo a nabaybayag ti panagpessada?*

(When do the eggs of the mosquito hatch fast?

When does it hatch late?)

*Ania ti mabalin nga aramidenyo tapno awan ti lamok iti balayyo?*

(What must you do to get rid of mosquitoes at home?)

**3****DAGITI BALIKAS A MAISPELING (SPELLING WORDS)**

**Teacher says:** *Ubbing, adda dagiti balikas a kayatko a maadalyo no kasano nga ispelingen. Padasentayo man a basaen ken ispelingen dagiti balikas. Kalpasanna, usarenyo dagitoy a balikas a mangbukel kadagiti patang.* (Now children, I have some words that I want you to learn how to spell. Let's read the words and try to spell them out. After, I will ask you to make sentences using these words.)

- Teacher lets pupils read the words. Then, he or she lets them spell the word, and after, read the words again.

Example: lamok → l ... a ... m ... o ... k ... → lamok



## NOTES

Here are the suggested spelling words:

|         |        |         |            |           |
|---------|--------|---------|------------|-----------|
| lamok   | lubong | dara    | gagatel    | sakit     |
| insekto | payak  | agitlog | salakniban | moskitero |

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher gives homework:

**Homework:** *Istoriaen ti istoria a “Ti Lamok” kadagiti kameng ti pamilyayo. Ibaga kadakuada dagiti masapul nga aramiden tapno anan ti lamok iti balayyo.* (Retell the the story, “The Mosquito,” to your family members. Tell them what needs to be done get rid of mosquitoes at home.)

## ALDAW

## 4

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussion on familiar topics
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (6) **MTIPWR-IVa-8.1** Observe proper mechanics (punctuation, capitalization, proper spacing between words, indention, and format) when copying/writing words, phrases, sentences, and short paragraphs
- (7) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials



## MATERIALS

- Copies of Leveled Readers: “Ti Lamok”

## I

### INALDAW A MAARAMID: PANAGBIBINNINGLAY (ROUTINE: SHARING)



**Teacher says:** *Ubbing, adda kadi saanyo a kayat nga insekto wenno ayup? Ania daytoy? Apay a saanyo a kayat?* (Children, is there an insect or animal you do not like? What is this? Why don't you like it?)

- Teacher asks to talk in pairs.

- After five to ten minutes, teacher calls on volunteer pupils to share to the class.

## NOTES

## 2

**PANAGBASA ITI PAMILIAR A BALIKAS ITI ISTORIA (FAMILIAR REREAD)**

- Teacher distributes the leveled readers from Quarters 1 to 3 and gives pupils time to read any book of their choice. For pupils who belong to the struggling group (Group 1) and are progressing, teacher may give them one of the books with challenging text already read and discussed. Teacher can work with them in a small group and guide them as they read the book.

## 3

**AGDUMA A PANAGPUTAR PANAGSURAT MAIPANGGEP ITI AYUP****(DIFFERENTIATED WRITING ACTIVITIES: WRITING ABOUT AN ANIMAL)**

**Teacher says:** *Ubbing, itattay, imbinglayyo ti maipapan kadagiti ayup a saanyo a kayat. Ita, idrowningyo ti ayup. Iti babana, isurat no apay a saanyo a kayat ti ayup.* (Children, earlier you shared about animals you don't like. Now, you will draw this animal. Then below you are going to write why you don't like this animal.)

- Teacher tells pupils that they will draw and write about the animal.
- Teacher tells pupils that they will again have different activities per group, but that all of them will experience both writing and reading.

## NOTE

For this session, pupils in Group 2 will be doing the writing activity. For the next day, when Group 1 pupils do the writing activity, they will have a slightly modified activity that will scaffold the pupils in Group 1.

Alternatively, teacher can also let pupils write about what they can do to get rid of mosquitoes or why they don't like mosquitoes.

## 4

**AGDUMA A PANAGPUTAR: PANAGBASA KEN PANAGSURAT****(DIFFERENTIATED ACTIVITIES: READING AND WRITING)**

**Teacher says:** *Ubbing, nagrupokayo iti dua. Ti Umuna a Grupo (easy text), basaenyo manen ti istoria, "Ti Lamok." Ti Maikadua a Grupo, suratenyo ti maipapan iti ayup a saanyo a kayat.*

(Children, you are divided into two groups. Group 1 [easy text] will read again the story, "The Mosquito". Group 2 will write why they don't like an animal.)

- While Group 2 pupils are writing compositions, teacher lets Group 1 pupils read the story as a whole group. Teacher models reading with appropriate speed and expression. Then, he or she lets pupils read in pairs. Pairs can take turns in reading the text to each other.

## NOTES

- Teacher goes around and spends time with the struggling readers.

*Aramiden Bayat ti Panaguray (Activity while waiting):*

- For pupils in Group 2 who are done with the writing activity, teacher lets them find a pair. They show and read their composition to each other.
- For reference, below is a matrix of activities:

| Group 1 Activities   | Group 2 Activities  |
|--|---|
| 1. Whole Group Reading of the Leveled Reader <ul style="list-style-type: none"> <li>• Teacher models reading with appropriate speed and expression.</li> </ul> | 1. Writing About an Animal they Dislike <ul style="list-style-type: none"> <li>• Pupils do writing activity independently.</li> <li>• Teacher can find time after supporting struggling readers to monitor the group doing writing activity and check on their progress. He or she may answer questions they may have.</li> </ul> |
| 2. Reading in Pairs <ul style="list-style-type: none"> <li>• Teacher goes around supporting struggling readers.</li> </ul>                                     | 2. Showing of Work <ul style="list-style-type: none"> <li>• Pupils who finish early can exchange work and show their work to each other.</li> </ul>   |

## 5

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher asks pupils to form groups with Group 1 and 2 pupils. Let pupils from Group 2 show their compositions to the pupils in Group 1. After, have the pupils display their finished work on the classroom walls. Encourage pupils to look at the works of other classmates before dismissing the class.
- Teacher reminds pupils to review spelling word for the following day.

### OBJECTIVES

- (1) **MTIPWR-IIIa-i-7.1** Read sight words and other grade level words
- (2) **MTIF-III-IVa-i-1.3** Read Grade I level words, phrases, sentences, and short paragraph/story with proper expression
- (3) **MTIF-III-IVa-i-1.4** Read Grade I level texts with an accuracy rate of 95 – 100%
- (4) **MTIPWR-IIIa-i-6.2** Spell and write Grade I level words consisting of letters already learned
- (5) **MTIC-IIIa-e-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling
- (6) **MTIATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials

### ALDAW

5

**INALDAW A MAARAMID: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

### (ROUTINE: READING OF SIGHT WORDS AND GRADE LEVEL WORDS)

- Teacher drills pupils on common grade level words and spelling words. Depending on abilities of the pupils, teacher can also include the sight words learned in Quarter 3.
- Teacher asks pairs or groups of pupils to read sets of words. He or she can keep a record or observation note of the progress of the pupils.



### MATERIALS

- Copies of Leveled Readers: “Ti Lamok”

2

### EKSAMEN ITI ISPELING (SPELLING TEST)

- Teacher gives spelling test. He or she can use the format below for giving the spelling test.

#### *Eksamen iti Ispeling*

I. *Diktasyon. Denggen ti maidiktar a patang ket isurat dagiti lima a balikas a maispeling a nausar*

II. *Mangaramid kadagiti patang ket usaren dagiti sumaganad a balikas. (Use the given word in a sentence)*

1. *lamok* - \_\_\_\_\_
2. *antena* - \_\_\_\_\_
3. *dara* - \_\_\_\_\_

## NOTES

## 3

**AGDUMA NGA ARAMIDEN:  
PANAGBASA KEN PANAGSURAT****(DIFFERENTIATED ACTIVITIES:  
READING AND WRITING)**

**Teacher says:** *Ita, ubbing, agsinnukat iti aramiden dagiti grupo. Dagiti adda iti Maikadua a Grupo (challenging text), basaenyo manen ti istoria a “Ti Lamok.” Dagiti adda iti Umuna a Grupo, suratenyo ti maipapan iti ayup a saanyo a kayat. (Children, now the groups will exchange activities. Those in Group 2 [challenging text] will read again the story, “The Mosquito”. Those in Group 1 will write about the animal you don’t like.)*

- Teacher lets pupils in Group 2 read the text again in pairs. Pairs can take turns in reading to each other.
- While pupils in Group 2 are reading, teacher gives instruction on the writing activity to Group 2 pupils. He or she may provide sentence frames as scaffold.

Example: *Saanko a kayat ti \_\_\_\_\_.*  
*\_\_\_\_\_ ti \_\_\_\_\_.*

- Once pupils in Group 1 are doing their activity, teacher lets pupils in Group 2 read the leveled reader as a whole group. Teacher models reading with appropriate speed and expression.

***Aramiden Bayat ti Panaguray (Activity While Waiting):***

- For pupils in Group 1 who are done with the writing activity, let them find a pair and show their works to each other.



- For reference, below is a matrix of activities:

| Group 1 Activities  | Group 2 Activities   |
|---|--|
| <p>1. Guided Writing</p> <ul style="list-style-type: none"> <li>• Teacher gives instruction on activity.</li> <li>• Pupils start their activity.</li> </ul> <p>2. Showing of Work</p> <ul style="list-style-type: none"> <li>• Pupils who finish early writing can exchange work. They show and read each other's works.</li> </ul> | <p>1. Reading of the Leveled Reader</p> <ul style="list-style-type: none"> <li>• Pupils read the text in pairs. They can take turn reading to each other.</li> </ul> <p>2. Whole Group Reading</p> <ul style="list-style-type: none"> <li>• Teacher models how to read with appropriate expression and speed.</li> <li>• Pupils read the text as a whole group with appropriate expression and speed.</li> </ul> |

## NOTES

## 4

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher asks pupils to form groups with Group 1 and Group 2 pupils. He or she lets pupils from Group 1 show their drawings to pupils in Group 2.



WEEK

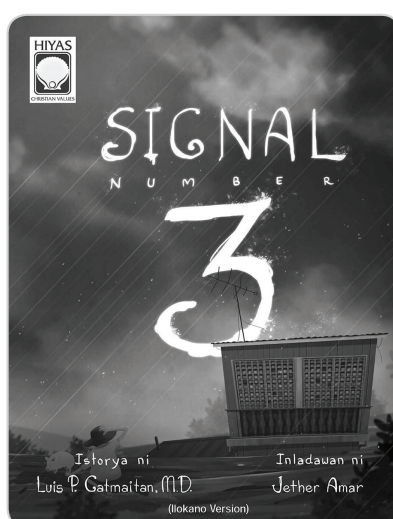
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## TEACHER'S GUIDE

# GRADE I MOTHER TONGUE ILOKANO

**THEME: *EMERHENSIA KEN KINAMANAGSAGANA ITI DIDIGRA*  
(EMERGENCY AND DISASTER PREPAREDNESS)**

**READ ALOUD STORY: *SIGNAL NUMBER 3***



# **OUTLINE OF WEEKLY TEACHER'S GUIDE FOR Grade I ILOKANO** **QUARTER 4, WEEK 39 (50 MINUTES PER DAY)**

**Theme: Emerhensia ken Kinamanagsagana iti Didigra**

**(Emergency and Disaster Preparedness)**

**Read Aloud Book: Signal Number 3**

| Day   | Domain | Objectives  | Subject Matter   |
|-------|--------|---|--|
| Daily | OL     | <ul style="list-style-type: none"><li>• <b>MTIOL-IVa-i-1.3</b><br/>Talk about familiar things using descriptive words</li><li>• <b>MTIOL-IVc-d-4.2</b><br/>Recite and sing individually, with ease and confidence, songs, poems, chants, and riddles</li><li>• <b>MTIOL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics</li><li>• <b>MTIOL-IVe-i-5.1</b><br/>Listen and respond to others in oral conversation</li></ul> | <ul style="list-style-type: none"><li>• Sight Words and Grade Level Words</li><li>• Legend, Fable, and Jokes</li><li>• Sharing</li></ul>   |
|       | PWR    | <ul style="list-style-type: none"><li>• <b>MTIPWR-IVa-i-7.1</b><br/>Read sight words and other grade level words</li></ul>  |  |
| I     | V      | <ul style="list-style-type: none"><li>• <b>MTIVCD-IVa-i-2.1.1</b><br/>Give meanings of words through:<br/>a) picture clues; b) context clues</li></ul>  | <ul style="list-style-type: none"><li>• Read Aloud Story:<br/><i>Signal Number 3</i><br/>Story by: Luis P. Gatmaitan, M.D.<br/>Illustrator: Jether Amar</li><li>• Spelling Words</li><li>• Writing Phrases and Sentences</li></ul> |
|       | OL     | <ul style="list-style-type: none"><li>• <b>MTIOL-IVh-i-6.1</b><br/>Participate actively during story reading by making comments and asking questions</li></ul>  |  |
|       | S      | <ul style="list-style-type: none"><li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade I level words consisting of letters already learned</li></ul>   |  |
|       | C      | <ul style="list-style-type: none"><li>• <b>MTIPWR-IVa-i-3.2.1</b><br/>Write phrases and simple sentences correctly</li></ul>  |  |

DOMAINS: AK – Alphabet Knowledge; OL – Oral Language; PWR – Phonics and Word Recognition; PA – Phonological Awareness; F – Fluency; G – Grammar Awareness; V – Vocabulary Development

| Teacher Activities   | Learner Activities  |
|--|---|
| <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Teacher prompts pupils to talk about familiar topics</li> </ul> <p>b. Reading of Sight Words and Grade Level Words</p> <ul style="list-style-type: none"> <li>Teacher drills pupils on reading sight words and grade level words</li> </ul> <p>c. Poem/Song/Chant/Riddle</p> <ul style="list-style-type: none"> <li>Teacher introduces a song, poem, chant, or riddle</li> </ul>   | <p>I. Daily Routine can be any of the following:</p> <p>a. Sharing</p> <ul style="list-style-type: none"> <li>Pupils talk about familiar topics. They listen and respond to each other in oral conversation</li> </ul> <p>b. Reading of Sight Words and other Grade Level Words</p> <ul style="list-style-type: none"> <li>Pupils read sight words and other grade level words presented by the teacher</li> </ul> <p>c. Song/Poem/Chant/Riddle</p> <ul style="list-style-type: none"> <li>Pupils learn and practice a song, poem, chant, or riddle</li> </ul>  |
| <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Read Aloud Story: <i>Signal Number 3</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher introduces some vocabulary words</li> <li>Teacher asks questions to stimulate pupils' interest about the story</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher reads the first half of the story to the pupils</li> </ul> | <p>I. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Read Aloud Story: <i>Signal Number 3</i></p> <p>a. <i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils get meaning of vocabulary words introduced through context, pictures, and gestures</li> <li>Pupils talk about experiences related to the story. They talk about the cover of the story, and set a purpose for reading.</li> </ul> <p>b. <i>During Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils listen attentively to the story read</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>  |   |

| Day | Domain | Objectives  | Subject Matter  |
|-----|--------|---|---|
| I   |        |   |   |
| 2   | LC     | <ul style="list-style-type: none"><li>• <b>MTILC-IVh-i-10.1</b><br/>Respond to a text through discussions, illustrations, dramatization, and art listened to</li></ul>              | <ul style="list-style-type: none"><li>• Read Aloud Story:<br/><i>Signal Number 3</i><br/>Story by: Luis P. Gatmaitan, M.D.<br/>Illustrator: Jether Amar</li></ul>                                 |
|     | C      | <ul style="list-style-type: none"><li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li></ul> |   |
| 3   | LC     | <ul style="list-style-type: none"><li>• <b>MTILC-IIIh-i-8.2</b><br/>Retell literary and information texts appropriate to the grade level listened to</li></ul>                      | <ul style="list-style-type: none"><li>• Read Aloud Story:<br/><i>Signal Number 3</i><br/>Story by: Luis P. Gatmaitan, M.D.<br/>Illustrator: Jether Amar</li><li>• Synonyms and Antonyms</li></ul> |
|     | G      | <ul style="list-style-type: none"><li>• <b>MTIGA-IVh-i-4.1</b><br/>Give the synonyms and antonyms of describing words</li></ul>   |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development

| Teacher Activities  | Learner Activities   |
|---|--|
| <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Teacher asks questions about details in the story</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Teacher gives activity on spelling words from the story</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul>  | <p>c. <i>After Reading Activities</i></p> <ul style="list-style-type: none"> <li>Pupils answer questions about the story. They talk about some details in the story. They ask questions about the story.</li> </ul> <p>3. Spelling Words</p> <ul style="list-style-type: none"> <li>Pupils participate in the activity on spelling words. They create sentences based on the spelling words.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Practice the song learned</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Reading of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to answer questions about the story through dramatization or illustration</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher lets pupils sing the song learned</li> </ul>  | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>Song/Poem/Chant/Riddle</li> </ul> <p>2. Reading of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>Pupils dramatize or illustrate their answers to questions</li> </ul> <p>3. Concluding the Session</p> <ul style="list-style-type: none"> <li>Pupils sing the song learned in pairs or individually</li> </ul>   |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>High Frequency and Other Grade Level Words</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>Teacher asks pupils to retell the Read Aloud story</li> </ul> <p>3. Review: Synonyms and Antonyms</p> <ul style="list-style-type: none"> <li>Teacher reviews synonyms and antonyms using describing words</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>High Frequency and Other Grade Level Words</li> </ul> <p>2. Retelling of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>Pupils retell the story</li> </ul> <p>3. Review: Synonyms and Antonyms</p> <ul style="list-style-type: none"> <li>Pupils identify synonyms and antonyms of describing words</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>Homework: Pupils write phrases or sentences that describe their house</li> </ul> |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |  |

| Day | Domain     | Objectives  | Subject Matter  |
|-----|------------|---|---|
| 4   | <b>SS</b>  | <ul style="list-style-type: none"> <li>• <b>MTISS-IVf-i-4.3</b><br/>Get information such as title of a selection and/or pages from the table of contents</li> </ul>                   | <ul style="list-style-type: none"> <li>• Table of Contents</li> </ul>   |
|     | <b>ATR</b> | <ul style="list-style-type: none"> <li>• <b>MTIATR-IVa-j-4.1</b><br/>Show interest in texts by browsing/reading available print materials</li> </ul>                                  |   |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling</li> </ul> |   |
| 5   | <b>S</b>   | <ul style="list-style-type: none"> <li>• <b>MTIPWR-IVa-i-6.2</b><br/>Spell correctly Grade 1 level words consisting of letters already learned</li> </ul>                             | <ul style="list-style-type: none"> <li>• Read Aloud Story:<br/><i>Signal Number 3</i><br/>Story by: Luis P. Gatmaitan, M.D.<br/>Illustrator: Jether Amar</li> <li>• High Frequency and Other Grade Level Words</li> <li>• Spelling Words</li> </ul> |
|     | <b>C</b>   | <ul style="list-style-type: none"> <li>• <b>MTIC-IVa-i-1.3</b><br/>Express ideas through phrases using both invented and conventional spelling</li> </ul>                             |   |

**DOMAINS:** **AK** – Alphabet Knowledge; **OL** – Oral Language;  
**PWR** – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;  
**G** – Grammar Awareness; **V** – Vocabulary Development



| Teacher Activities  | Learner Activities  |
|---|---|
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Shared Reading of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>• Teacher reads the story again. He or she asks pupils to participate in the reading of the story.</li> </ul> <p>3. Table of Contents</p> <ul style="list-style-type: none"> <li>• Teacher reviews use of Table of Contents</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul> | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Shared Reading of the Read Aloud Story: <i>Signal Number 3</i></p> <ul style="list-style-type: none"> <li>• Pupils actively participate in the story reading. They volunteer to read parts of the story.</li> </ul> <p>3. Table of Contents</p> <ul style="list-style-type: none"> <li>• Pupils get information from a Table of Contents. Pupils participate in an activity on Table of Contents.</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Pupils review spelling words</li> </ul> |
| <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Teacher gives spelling test</li> </ul> <p>3. Composing Activity: The House I Want</p> <ul style="list-style-type: none"> <li>• Teacher asks pupils to draw and write about a house they want</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul>   | <p>1. Routine (same as above under Daily Activities)</p> <ul style="list-style-type: none"> <li>• Sharing</li> </ul> <p>2. Spelling Test</p> <ul style="list-style-type: none"> <li>• Pupils correctly spell grade level words</li> </ul> <p>3. Composing Activity: The House I Want</p> <ul style="list-style-type: none"> <li>• Pupils draw and write about a house they want</li> </ul> <p>4. Concluding the Session</p> <ul style="list-style-type: none"> <li>• Homework: Pupils study for the coming assessment week</li> </ul>   |
| <p><b>C</b> – Composition; <b>LC/RC</b> – Listening Comprehension/Reading Comprehension;<br/> <b>ATR</b> – Attitude Towards Reading; <b>SS</b> – Study Skills; <b>BPK</b> – Book Print Knowledge;<br/> <b>S</b> – Spelling; <b>HW</b> – Handwriting</p>   |   |

## ALDAW

I

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, song, or poem
- (2) **MTIVCD-IVa-i-2.1.1** Give meanings of words through:
  - a) picture clues; b) context clues
- (3) **MTIOL-IVh-i-6.1** Participate actively during story reading by making comments and asking questions
- (4) **MTIPWR-IVa-i-6.2** Spell correctly Grade 1 level words consisting of letters already learned
- (5) **MTIPWR-IVa-i-3.2.1** Write phrases and simple sentences correctly



## MATERIALS

1. Copy of Read Aloud Story: *Signal Number 3*
2. Lyrics of the song written on manila paper
3. Spelling words written on flashcards

I

INALDAW NGA ARAMIDEN: KANTA  
(ROUTINE: SONG)

- Teacher introduces the song “*Siak, Sika, Datayo ti Pagsadagan.*” Teach the whole song then divide the pupils into groups and assign a stanza for each group to sing.
- Teacher can teach simple actions for the songs. For instance, pointing to self for “*Siak*”, pointing to a friend for “*Sika*”, and holding each other’s hands for “*Datayo*”.

**“Siak, Sika, Datayo ti Pagsadagan”**

(Iti ayug ti “Si Kristo ay Sandigan”)

I

*Siak ti pagsadagan, saan a marebba*  
*Siak ti pagsadagan, saan a marebba*  
*Kas katibker ti kabambantayan*  
*Saan a marebba*

II

*Sika ti pagsadagan, saan a marebba*  
*Sika ti pagsadagan, saan a marebba*  
*Kas katibker ti kabambantayan*  
*Saan a marebba*

III

*Datayo ti pagsadagan, saan a marebba*  
*Datayo ti pagsadagan, saan a marebba*  
*Kas katibker ti kabambantayan*  
*Saan a marebba*

NOTES

IV

Siak ti pagsadagan, saan a marebba  
Sika ti pagsadagan, saan a marebba  
Datayo ti pagsadagan, saan a marebba  
Kas katibker ti kabambantayan  
Saan a marebba

2

PANAGIBASA ITI READ LOUD: SIGNAL NUMBER 3

DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(PRE-READING ACTIVITIES)

a. *Panangammo iti Dati nga Ammo Dagiti Ubbing*  
(Activating Prior Knowledge)

- Teacher shows a picture of a typhoon or an aftermath of a typhoon.

Example:



Photo credit: Jon Andrew S. Cabiles (photographer), with permission from photographer

**Teacher says:** *Ubbing, ania makitayo iti ladawan? ... Iti panagkunayo, ania ti napasamak? ... Napadasanyo kadin ti kastoy?* (Children, what do you see in the picture? What do you think happened? ... Have you experienced something like this?)

- Teacher asks volunteer pupils to share to the class.

**Teacher says:** *Ubbing, ita nga aldaw, adda basaek a libro maipapan iti padas ti maysa a familia kabayatan ti maysa a napigsa a bagyo. Sakbay a basaek, adda sumagmamano a balikas a kayatko nga ibinglay kadakayo.* (Children, today, I am going to read a book about an experience of a family during a strong typhoon. Before I read, there are some words I want to share with you.)

## NOTES

b. *Panangammo iti Kayat a Sawen Dagiti Balikas*  
(Unlocking of Difficulties)

- Teacher uses pictures, context, or gestures to help pupils unlock some of the difficult words in the story. Below are suggested words.

(1) *senial* (signal)

- Teacher shows the word “senial” written on a flashcard. Teacher lets pupils read the word.



**Teacher says:** *Tunggal Domingo, no mangngegko ti uni ti kampana, senial daytoy nga asidegen a mangrugi ti misa iti simbaan. Ania ti kaipapanan ti senial?* (Every Sunday, when I hear the ringing of church bell, this is a signal that mass will soon begin. What is the meaning of “senial” [signal]?)

*Ti senial ket:* (The meaning of “senial” is:)

(a) *panagsagana* (preparation)

(b) *mangipasimudaag* (signal)

(c) *pannakimisa* (hear mass)

(2) *agung-ungor* (roaring)

- Teacher shows the word “agung-ungor” written on a flashcard. Teacher lets pupils read the word.



**Teacher says:** *Napigsa ti agus ti danum iti dissuor. Agung-ungor. Nagbutengkami ta amangan no mayanudkami. Ania ti kaipapanan ti agung-ungor?* (The current in the waterfall was strong. It was roaring. We were afraid that we might get carried away. What is the meaning of “agung-ungor”?)

*Ti kapada ti agung-ungor ket:* (The synonym of “agung-ungor” is:)

(a) *nabayag* (slowly)

(b) *kellaat* (suddenly)

(c) *danarudor* (resonate)

(3) *alikamen* (belongings)

- Teacher shows pictures showing pictures of his or her personal belongings.



**Teacher says:** *Ti balay, bado, ken bambanag ket alikamek. Ania ti kaipapanan ti alikamen?* (My house, clothes, and things are my belongings. What is the meaning of “alikamen”?)

NOTES

Ti “*alikamen*” ket: (The meaning of “*alikamen*” is:)

- (a) *tagilako* (for sale)
- (b) *gamigam* (possessions)
- (c) *bambanag a makita* (things one can see)

c. ***Panagpugto ken Panangisagana iti Panggep ti Ibasa nga Istorya*** (Predicting and Setting a Purpose for Reading)

- Teacher shows the cover of the book.

**Teacher says:** *Ita, nakasaganatayon nga agbasa. Kitaenyo man ti akkub ti libro. Ania ti paulona? Asino ti autor? Asino ti nangiladawan?*  
(Now, we are ready to read. Look at the cover of the book. What is the title? Who is the writer? Who is the illustrator?)



- Teacher encourages pupils to ask questions or set a question about what they want to know from the story.

**Teacher says:** *Kitaenyo ti akkub ti libro? Ania dagiti saludsod a kayatyo a masungbatan bayat ti panagdengngegyo iti istorya?*  
(Look at the cover of the book. What questions do you want answered as you listen to the story?)



- Teacher asks for 1 – 2 volunteer pupils to give a question. Write their questions on the board.

**DAGITI ARAMIDEN BAYAT TI PANAGIBASA**  
(DURING READING ACTIVITIES)

- Teacher reads the story pausing at different pages to check pupils’ comprehension and focus on some significant parts of the story. Below are some suggested pages.

**After reading pp. 4 - 5** – *Ania ti mapaspasamak?*  
(What is happening?)

**After reading pp. 8 – 9** – *Iti panagkunayo, ania ti mapasamak? Agsardeng ngata ti tudo?* (What do you think will happen? Will the rain stop?)

**After reading pp. 14 – 15** – *Sadino ti ayan ti pamilya? Apay nga addada iti atep? Iti panagkunayo, ania ti mapasamak kadakuada?* (Where is the family? Why are they on the roof? What do you think will happen to them?)

- **On reading p. 20** – Teacher pauses after the sentence and explains what “illegal logging” means.

## NOTES



**Teacher says:** *Ubbing, nakakitakayo kadin kadagiti naputol wenno napukan a kayo? Apay nga agputol dagiti tattao iti kayo? No dadduma, addada tattao nga agputol iti kayo ket ilakoda ti tarikayona nga awan ti permiso wenno permit manipud iti gobierno lokal. Daytoy ket illegal logging wenno saan a husto a panagpukan iti kayo.* (Children, have you seen cut down trees? Why do people cut trees? ... Sometimes, there are people who cut down trees and they sell the wood without permission or permit from the local government. This is illegal logging.)

**After reading pp. 28 - 29** – *Ania ti mapasamak iti familia ni Yani?* (What will happen to Yani's family?)

- After reading the whole story, teacher encourages pupils to ask questions about the story. After 5 minutes, ask for volunteer pupils who can give questions and have the class discuss possible answers.

## NOTE

This is an exercise on creating questions from the story. Teacher should also have prepared questions and model how to ask questions to guide the pupils in this activity.

**DAGITI ARAMIDEN KALPASAN TI PANAGIBASA  
(AFTER READING ACTIVITIES)**

- Teacher asks pupils questions about the first parts of the story.  
Here are some suggested questions that the teacher can give:  
*Asino dagiti agbibig iti istoria?* (Who are the characters in the story?)
- Teacher writes the characters on the board.  
*Sadino ti nakapasamakan ti istoria?* (Where did the story happen?)  
*Kaano ti pannakapasamak ti istoria?* (When did the story happen?)  
*Maipapan iti ania ti istoria?* (What is the story about?)  
*Iti umuna a paset ti istoria, bayat ti panangrabii dagiti kameng ti familia, ania ti nadlaw ni Lolang Pelang? Segun ken ni Lolang Pelang, ania ti kaipapanan daytoy?* (In the beginning of the story, while the family was having supper, what did *Lola Pelang* notice? According to *Lola Pelang*, what does this mean?)  
*Ania ti nagan ti bagyo?* (What is the name of the storm?)  
*Sakbay ti pannaturogna, ania ti inaramid ni Yani?* (Before sleeping, what did Yani do?)  
*Ania ti napasamak iti tengnga ti rabii?* (What happened in the middle of the night?)  
*Ania ti inaramid ti familia idi aglayusen? Sadino ti napananda?* (What did the family do when the flood rose? Where did they go?)  
*Idi makaring ni Yani, ania ti nakitana?* (When Yani woke up, what did he see?)  
*Sadino ti nagnaedan ti familia kalpasan ti bagyo?* (Where did the family live after the typhoon?)

NOTES

*Ania ti epekto ti pasamak iti familia ni Yani?*

(What is the effect of the experience to Yani's family?)

*Apay a "Signal Number 3" ti paulo ti libro?*

(Why is the book's title, Signal Number 3?)

3

**DAGITI BALIKAS A MAISPELING  
(SPELLING WORDS)**

- Teacher asks questions that will reveal the spelling words.  
As pupils answer, teacher shows the spelling words written on flash cards.

Examples:

|  |                  |
|--|------------------|
| <p><i>Apay nga adda napigsa a tudo ken angin?</i><br/><i>Adda _____.</i></p> <p>(Why was there strong rains and wind?<br/>There was a _____.)</p>  | <i>bagyo</i>     |
| <p><i>Ania ti inaramid dagiti aso? (What do dogs do?)</i></p>  | <i>taul</i>      |
| <p><i>Kabayatan nga addada iti atep, nangngeg ni Yani ti pukkaw dagiti tattao. Ania ngata ti napasamak kadakuada?</i></p> <p>(While in the roof, Yani heard the shouts of people. What do you think happened to them?)</p> | <i>malmalmes</i> |

- Here are other suggested words for spelling:

|              |              |              |                  |
|--------------|--------------|--------------|------------------|
| <i>layus</i> | <i>atep</i>  | <i>taul</i>  | <i>gurrudod</i>  |
| <i>ungor</i> | <i>narba</i> | <i>damag</i> | <i>alikhamen</i> |

- Teacher assigns one word per row or group of students. Assign a word for each row or group. Each row or group will write a sentence using the assigned word.
- After ten minutes, teacher asks groups to write their sentences properly on the board.

## NOTES

## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Praktisen ti kanta a nasursuroyo ita nga aldaw. Ipakita kadagiti kameng ti pamilyayo no kasano a kantaen. Kantaentayo inton bigat* (Practice the song you learned today. Show to your family members how this is sung. We will sing it tomorrow.)

## ALDAW

## 2

## OBJECTIVES

- (1) **MTIOL-IVc-d-4.2** Recite and sing individually, with ease and confidence, song or poem
- (2) **MTILC-IVh-i-10.1** Respond to a text through discussions, illustrations, dramatization, and art listened to
- (3) **MTIC-IVa-i-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling



## MATERIALS

1. Copy of Read Aloud Story: *Signal Number 3*
2. Manila paper, bond papers, coloring and art materials

## I

**INALDAW NGA ARAMIDEN: KANTA  
(ROUTINE: SONG)**

- Teacher asks pupils to sing the song, “*Siak, Sika, Datayo ti Pagsadagan*.” Divide the pupils into groups or rows and assign a part for them to sing.
- After whole class singing, call on pupils to sing in pairs or individually a stanza from the song.

## 2

**PANAGIBASA ITI READ LOUD: SIGNAL NUMBER 3  
(READ ALOUD STORY: SIGNAL NUMBER 3)****DAGITI ARAMIDEN SAKBAY TI PANAGIBASA  
(DURING READING ACTIVITIES)**

- Teacher rereads the story. Before rereading, teacher assigns parts of the story for groups of pupils to portray, giving them 5 to 10 minutes to prepare.



### DAGITI ARAMIDEN KALPASAN TI PANAGIBASA (AFTER READING ACTIVITIES)

- Teacher asks questions about the story. Here are some suggested questions:

*Apay a nagyaman latta ti tatang ni Yani?*  
(Why is Yani's father still thankful?)

*Napadasanyo kadin ti nabagyo? Nalayuskayo kadi? Ania ti napasamak?*  
*Ania ti inaramidyo?* (Have you experienced a typhoon? Was your place flooded? What happened? What did you do?)

*No adda umay a bagyo, ania dagiti bambanag a masapul nga isaganayo?*  
(What things do you need to prepare when a typhoon is coming?)

- Teacher gives activity for the pupils. These can be individual worksheets or pupils can copy the items from the group.

### Aramiden (Activity)

Nagan: \_\_\_\_\_ Petsa: \_\_\_\_\_

#### I. Timbukelan dagiti agbibig iti istoria.

| Duke  | Tintin        | Rosa       | Yani | Lolong Piding |
|-------|---------------|------------|------|---------------|
| pulis | Lolang Pelang | Nana Tasia | Mash | tindera       |

#### II. Idrowing ti tallo a banag a masapul nga isagana iti tiempo ti bagyo.

1. 2. 3.

### NOTES

## 3

### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- Teacher lets other pupils sing the song, "Siak, Sika, Datayo ti Pagsadagan," in pairs or individually.

## ALDAW

3

## OBJECTIVES

- (1) **MTIPWR-IVa-i-7.1** Read sight words and other grade level words
- (2) **MTILC-IIIh-i-8.2** Retell literary and information texts appropriate to the grade level listened to
- (3) **MTIGA-IVh-i-4.1** Give the synonyms and antonyms of describing words



## MATERIALS

- Words for Reading Drill

I

**INALDAW NGA ARAMIDEN: PANANGIBASA KADAGITI BALIKAS A KANAYON A MAAR-ARAMAT KEN DADDUMA PAY A BALIKAS A PARA ITI GRADO I**

**(ROUTINE: READING SIGHT WORDS AND GRADE LEVEL WORDS)**

- Teacher asks pupils to read simple sentences composed of sight words and grade level words.

Examples: *Nagpigsa ti gurruod.*  
*Nangato ti Layus.*

2

**PANANGISTORIA ITI NABASA A LIBRO: SIGNAL NUMBER 3 (RETELLING OF THE READ ALOUD STORY: SIGNAL NUMBER 3)**

- Teacher asks pupils to retell the story. A ball is passed around and a song is played or the pupils sing a song. When the music is stopped or the teacher says “*Agsardeng!*” (Stop!), the pupil holding the ball will narrate the first part of the story. This goes on until the whole story is told.
- Teacher facilitates narration by asking questions to prompt pupils if they forget some parts or giving clues to help pupils correctly narrate the story.

3

**PANANGREPASO: KAPADA KEN KASUPADI (REVIEW: SYNONYMS AND ANTONYMS)**

- Teacher reviews synonyms and antonyms of describing words. Ask pupils some questions.

| Kasupadi  |  |
|---|--|
| Ania ti kasupadi ti dakkal a balay?<br>(What is the opposite of big house?) | <b>bassit a balay</b><br>(small house) |

NOTES

|  |  |
|--|--|
| <i>Ania ti kasupadi ti natayag a balay? (What is the opposite of tall house?)</i>        | <b>nababa a balay</b><br>(short house) |
| <i>Ania ti kasupadi ti napintas a balay? (What is the opposite of nice house?)</i>       | <b>nagalas a balay</b><br>(ugly house) |
| <b>Kapada</b>  |  |
| <i>Ania ti balikas a kapada ti natayag? (What word has the same meaning as “tall”?)</i>  | <b>nangato</b><br>(tall)               |
| <i>Ania ti balikas a kapada ti nagmayat? (What word has the same meaning as “nice”?)</i> | <b>napintas</b><br>(beautiful)         |

- Teacher asks pupils if they remember what synonyms and antonyms are. Present pupils with a pair of words and ask them if the words have the same or opposite meanings.

Examples:

|                 |                  |
|-----------------|------------------|
| <i>nalukmeg</i> | <i>naemma</i>    |
| <i>dakkel</i>   | <i>natangsit</i> |

**Dagiti Aramiden (Activity)**

- For activity, have pupils answer synonyms, antonyms worksheets unanswered in the MTB-MLE Learner's Manual.

**4**

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives homework.

**Homework:** *Isurat dagiti prase wenno patang maipapan iti panagsagana iti idadateng ti bagyo. Mabalinyo ti dumawat iti tulong kadagiti kameng ti pamilyayo.* (Write sentences about preparing for a typhoon. You can ask help from your family members.)

## ALDAW

4

## OBJECTIVES

- (1) **MTIOL-IVa-i-1.3** Talk about familiar things using descriptive words
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTISS-IVf-i-4.3** Get information such as title of a selection and/or pages from the table of contents
- (4) **MTIATR-IVa-j-4.1** Show interest in texts by browsing/reading available print materials
- (5) **MTIC-IVa-i-1.3** Express ideas through phrases, sentences, or longer texts using both invented and conventional spelling



## MATERIALS

- Adjectives written on flashcards

I

**INALDAW A MAARAMID: PANAGBIBINNINGLAY  
(ROUTINE: SHARING)**

- Teacher asks pupils to read their homework to their seatmates and talk about it. After paired sharing, ask for volunteer pupils to share to the class. Ask questions about what they wrote on preparing for a typhoon.

2

**ADDA KADUA WENNO KAKADUA A MANGBASA ITI  
LIBRO A READ: SIGNAL NUMBER 3**
**(SHARED READING: SIGNAL NUMBER 3)**

- Teacher reads the first part of the story and asks volunteer pupils to read some parts of the story. Teacher asks questions connecting the story to their lives or experiences. Here are some suggested questions.

*Napadasanyo kadin a nalayus ti balayyo?*

(Have you tried having your house flooded?)

*Ania ti napasamak kadakayo? Ania ti inaramidyo?*

(What happened to you? What did you do?)

*No agtutudo, adda kadi dagiti senial iti komunidadyo wenno adda kadi dagiti tattao a manghallaag kadakayo wenno agsakebay kadagiti layus wenno iti posibilidad nga adda layus? Ania dagitoy?* (If raining, are there signals in your community or are there people who warn you or look out for floods or the possibility of flooding? What are these?)

### 3

#### PANANGREPASO: TABLE OF CONTENTS (REVIEW: TABLE OF CONTENTS)

- Teacher reviews getting information from a Table of Contents. This may be a similar activity as in the previous weeks.

| <i>Dagiti Linaonna</i>                                   | <i>Panid</i> |
|--|--------------|
| I. <i>Emerhensia/Kinamanagsagana iti Didigra . . . .</i> | 2 – 4        |
| II. <i>Panagsagana iti Bagyo . . . . .</i>               | 5 – 6        |
| III. <i>Aramiden iti Tiempo ti Panaglayus . . . . .</i>  | 7 – 8        |
| IV. <i>Aramiden iti Tiempo ti Ginggined . . . . .</i>    | 9 – 10       |
| V. <i>Dagiti Aramiden iti Tiempo ti Uram . . . . .</i>   | 11 – 12      |

Sample: Questions:

- Ania ti basaek no kayatyo a maammuan ti maipapan iti no ania ti isagana no adda umay a bagyo?* (What will I read if I want to know what to prepare if there is a typhoon coming?)
- Ania a panid ti pakabirokak iti impormasion iti no ania ti aramiden no adda layus?* (On what pages can I find information on what to do if there is a flood?)

### 4

#### PANANGILEPPAS ITI LEKSION (CONCLUDING THE SESSION)

- As homework, teacher reminds pupils to review spelling words.

#### NOTES

#### NOTE

This is the week before examination week. As an alternative, teacher can give an activity for a topic or lesson that pupils have not yet mastered.

## ALDAW

5

## OBJECTIVES

- (1) **MTIOL-IVa-i-6.2** Participate actively in class discussions on familiar topics
- (2) **MTIOL-IVe-i-5.1** Listen and respond to others in oral conversation
- (3) **MTIPWR-IVa-i-6.2** Spell correctly Grade 1 level words consisting of letters already learned
- (4) **MTIC-IVa-i-1.3** Express ideas through phrases using both invented and conventional spelling



## MATERIALS

- Copy of Read Aloud Story: *Signal Number 3*

I

## INALDAW A MAARAMID: KANTA (ROUTINE: SONG)

- Teacher reads the last page of the book, Signal Number 3, which contains things to do to prepare for a typhoon. Teacher may simplify the items into simple sentences and discuss it with the pupils. Teacher calls pupils to read the sentences. It is also recommended to have these reminders posted in the walls of the classroom.

2

## EKSAMEN ITI ISPELING (SPELLING TEST)

- Teacher gives spelling test to pupils.

**Eksamen iti Ispeling**

I. Diktasion. Denggen ti maidiktar a patang ket isurat dagiti lima a balikas a maispeling a nausar

II. Usaren dagiti balikas a maispeling iti patang. Maysa a patang tunggal balikas a maispeling. Aramiden iti lima agingga iti sangapulo a minuto.

- 1.
- 2.
- 3.
- 4.
- 5.

## NOTES

## 3

**PANAGPUTAR: PANAGARAMID ITI POSTER  
(COMPOSING ACTIVITY: POSTER MAKING)**

**Teacher says:** *Itattay, nagsasaritaantayo ti maipapan kadagiti masapul a maaramid ken maisagana no adda umay a bagyo. Ita, agaramidtayo iti poster maipapan iti daytoy.* (Earlier, we talked about what we need to do and prepare if a typhoon is approaching. Now, we will make a poster about it.)

- Teacher shows a sample poster and asks pupils for ideas in writing a caption about it. Poster can also be about things to prepare in a disaster kit.

Example:



## 4

**PANANGILEPPAS ITI LEKSION  
(CONCLUDING THE SESSION)**

- Teacher gives reminders on what pupils need to study for the coming examination/assessment week.

*Masapul a sursuruen ti aglangoy tapno saan a malmes no nangato ti layus.*